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ABSTRACT

The goal of the FOCUS project is the development and implementation of an alternative school program for high school students which will provide relevant opportunities for student growth, both personal and academic, and thereby reduce the number of dropouts, academic failures, and pupil indifference and disenchantment. Part I of the document deals with project information and project descriptions, including the context, effectiveness, costs, dissemination, and others. Part II addresses project effectiveness and success, citing each objective and providing for each a description of needs assessment and findings, activities for objective attainment, evaluation design, procedure, sampling technique, instruments, present evidence of objective attainment, and conclusions. Part III includes cost information, Part IV addresses exportability. Appendices include evaluation plans, evaluation reports, rating scales, and pre/posttest scores for individual students. The FOCUS Project is considered to have been accepted as a viable, educationally credible program capable of providing learning experiences congruent with the needs of students across all high school grades. (Author/AM)

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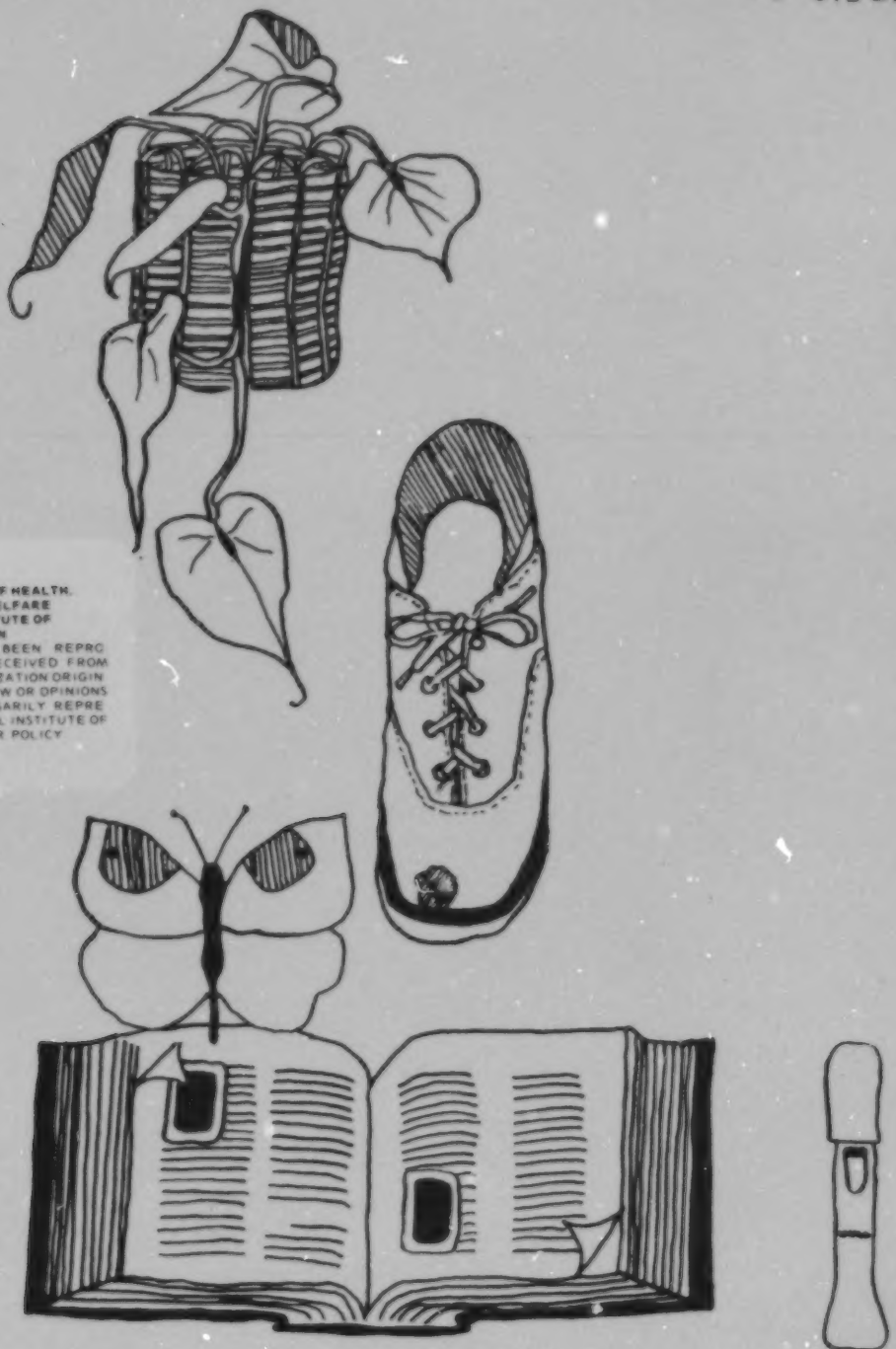

· application for validation ·

the FOCUS project

ESEA title III

JAMES MADISON high school

PORTLAND · OREGON 97220

UD 015 631

APPLICATION FOR VALIDATION

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SUPPLEMENTARY MATERIALS

FOCUS Monograph Series, 1-20 (bound)
FOCUS Program Operational Handbook (bound)

Application
for Validation

PART I-- Information and Project Description

A. PROJECT INFORMATION

Area of concern Alternative for Alienated Youth/Potential Dropouts

Project Title FOCUS PROJECT

Project Directors' Names Dr. Ralph T. Nelsen/Mr. William A. Olsen

2735 N.E. 82nd Avenue	Portland,	Oregon	97220
Address	City	State	Zip Code

Phone Number (503) 253-4781

Application Agency Portland (Oregon) Public Schools

Location 631 N.E. Clackamas Street
Street Address

Portland	Oregon	97208
City	State	Zip Code

Superintendent's Name Dr. Robert Blanchard

631 N.E. Clackamas Street	Portland	Oregon	97208
Address	City	State	Zip Code

Phone Number (503) 234-3392

Project Period: Beginning 7-1-73 (date) Ending 6-30-74 (date)

Expenditures:

Grant Period	Title III Funds	Other Funds	Total Funds
7-1-70 to 6-30-71	$ 35,000	$ -----	$ 35,000
7-1-71 to 6-30-72	$ 99,747	$ 11,083	$ 110,830
7-1-72 to 6-30-73	$ 67,900	$ 48,640	$ 116,540
7-1-73 to 6-30-74	$ 55,050	$ 67,200	$ 122,250
Total	$257,697	$126,923	$ 384,620

B. PROJECT DESCRIPTION

1. Context

The FOCUS Project operates as a School-Within-A-School alternative at Portland's James Madison High School. Madison High School serves a diverse population in the northeast section of the Portland school district. The school's enrollment of approximately 2,000 students in a four-year program includes representation from the broad range of socio-economic groups in the community. A significant segment of the student body has educational problems of the type which in other Portland schools receive attention through ESEA Title I programs. The symptoms of difficulty which originally prompted planning for FOCUS included a noticeable increase in ninth and tenth grade academic failures, a growing drop-out rate, and notable pupil indifference to and disenchantment with the traditional school program.

The overall purpose of the FOCUS Project has been to develop and present an alternative school program for Madison High School students who have been identified as having lost enthusiasm for school work, who have had few successful experiences in the traditional school program, and who are, consequently, highly likely to leave school prior to graduation. Within this alternative program, the classroom has become the center of a flexible, student-centered, supportive educational process which seeks affirmative answers to three questions:

1. Are educational objectives based on the needs and interests of the students?

2. Are the tasks assigned to reach these objectives ones in which the student can reasonably be expected (and expect himself) to succeed?

3. Is the school program (structure) such that if questions 1 and 2 are answered "Yes," we can expect to see the objectives reached?

Simply stated, the FOCUS project is intended to develop and implement an alternative school program for high school students which will provide relevant opportunities for student growth, both personal and academic, and thereby reduce the number of drop-outs, academic failures, and pupil indifference and disenchantment.

The student population of Madison High School was approximately 2,500 when planning for the FOCUS project began in 1969. It has since dropped to approximately 2,000 due to a decrease in the overall Portland school population and the opening of a new high school in the northeast section of the district. Madison is one of fourteen high schools in the Portland district. The Portland system has roughly 90,000 students enrolled in classes K-12. Non-public schools in the area enroll an additional 14,000 students.

The City of Portland and contiguous areas which make up the Portland district (Multnomah County District #1) have a total population of more than 400,000, about one-fifth of the population of the State of Oregon.

Educational facilities of the metropolitan area include the public school system, a parochial system, an intermediate education district, two community colleges, a state university, and five privately operated colleges. Cultural facilities include a symphony orchestra, a junior symphony, a civic opera company, a county-wide library system, an art museum and school, the Oregon Museum of Science and Industry,

an modern zoo, a semi-professional civic theater group, several amateur theater groups, and an extensive park/recreation system.

Financial support available to the high schools in the Portland district has nearly doubled since the 1967-68 school year, as indicated in Figure 1 below.

1967-68 School Year	$575.00
1968-69 School Year	693.00
1969-70 School Year	769.00
1970-71 School Year	876.00
1971-72 School Year	903.00
1972-73 School Year	1,038.00
1973-74 School Year	1,110.00

Figure 1. Approximate Per Pupil Expenditures for Portland High School Students, 1967-1974.

2. General Explanation

Prior to the time that the FOCUS project became operational, the bulk of attempted "adjustments" in the Madison High School program were not those which directly affected classroom activities. A basic point in the FOCUS philosophy contends that in the last analysis the classroom must be recognized as the arena in which the school establishment can most effectively recognize and meet the needs of youngsters. (It might even be said that the classroom is the only arena in which educators can consistently evaluate and attempt to meet the ever-changing individual needs of students.) What happens (or what does not happen) in the classroom is the most important determinant of a student's success in school. Disenchantment with the routine, the meaningless, the irrelevant, the outright boring is best countered by using teaching and learning strategies designed to

meet specific educational objectives which are based on the particular needs, interests, and concerns of the individual student. It is, then, in the classroom and its day-to-day programs that the FOCUS project attempts to redirect the educational orientation of its one hundred students.

It should be noted that the FOCUS program does not condemn the existing Madison High School structure and curriculum or urge its abandonment. On the contrary, much of the existing program is retained in the FOCUS program. Other content is added, however, depending upon staff and student assessment of what best contributes to the attainment of the general behavioral goals and specific performance objectives developed cooperatively by teachers, students, and others with an interest in the effective process of education.

There are several "fragments of philosophy" which represent the basic educational beliefs upon which the FOCUS project is built. Some are readily substantiated by research, some by direct observation, and some simply reflect staff opinion. It is from these shared ideas, however, that the FOCUS project developed and took on its present form.

1. The student-teacher ration has a significant effect on classroom learning.

2. The "I Teach, You Learn" relationship is not sacred.

3. The school and community offer a multitude of resources which are too frequently left untapped by the classroom teacher.

4. People learn to succeed by succeeding, and school activities should logically progress from one success to another.

5. The development of a positive self-concept is more important

to the alienated school child than any predetermined, structured body of knowledge.

6. The positive aspects of school "rewards" and the negative aspects of school "punishments" have not been powerful enough motivating agents for a substantial number of Madison students.

7. The student can profit from his school experiences without being confined to an externally imposed, rigid curriculum.

8. Adequate time is required for teacher planning, observation, and evaluation of student performance.

9. To be effective, the teacher must allow himself to be seen as a real person and must be willing to accept the risks and pains involved in this humanizing process.

10. More effective learning occurs when the student is involved in the initial choice of classroom activity than when the teacher controls all classroom options.

11. The cost of student-centered curricula is cheap in contrast to what the community and nation pay for unemployable and/or delinquent youth.

12. To be a significant person to students, the teacher must seek out feedback from them and act accordingly.

13. One's ego development is enhanced by having the opportunity to be heard and by seeing others respond positively to what is said.

14. Emotional stress frequently interfers with daily academic pursuits and must be dealt with before learning can occur in most cases.

Organization. The FOCUS project is designed to provide an alternative educational program for a maximum of one hundred students. The first year student population was limited to ninth and tenth graders but eleventh and twelfth graders were added during the second and third operational years. During the 1973-74 school year, the project's third operational year, the student population consisted of thirty freshmen, twenty-five sophomores, thirty juniors, and fifteen seniors.

The FOCUS project operates as a "school-within-a-school". Project staff members feel strongly that the program must function within the regular school context and have, as a result, refused suggestions that the project consider the idea of moving to a separate facility. The program utilizes four standard school classrooms and two sections of converted school hallway. It is not felt that additional space is a critical need if the project is to continue.

Staffing. The FOCUS staff consists of a project director, a counselor, five teachers, and a project secretary. Additionally, university students preparing for teaching careers are frequently placed with FOCUS to meet their pre-professional practicum requirements.

Curriculum. The project curriculum revolves around four areas of inquiry: Communications, Analysis, Realities, and Values. Classes, (referred to in the project as labs), are offered within the general definitions of each classification. For example, labs designated as Communications might involve any number of specific content areas-- creative writing, spelling improvement, film production, drama, TV production, recreational reading, developmental reading,

etc. The same variety of offerings occurs in Analysis (Math/Science), Realities (Social Studies), and Values (Interpersonal Relations) laboratories.

Also important parts of the FOCUS curriculum are developing career orientation/job sampling and social service strands. A large percentage of FOCUS students spend part of each school day involved in on-site job orientation training programs with local businesses and city and state agencies. Students also leave the school grounds to work as elementary school tutors, outdoor school teachers, and serve as volunteers in a number of community service/social action programs.

FOCUS labs are most frequently organized to last four weeks. At the end of the four week period (referred to as an instructional cycle), the entire schedule of classes (referred to as the cycle 'menu') is reviewed and classes are revised, replaced, or continued. Decisions as to what classes are to appear on the menu for an instructional cycle are made cooperatively by students and staff members. (At any given time, approximately 60% - 70% of the labs which appear on the menu were initiated at student request.)

The school day is structured as follows:

Module	Time	Usual Activity
1	8:05 - 9:10	Planning, informal counseling, special activities. Student attendance optional
2	9:12 - 9:50	Instructional period
3	9:55 - 10:35	Instructional period
4	10:40 - 11:20	Instructional period
5	11:25 - 12:00	Instructional period
Lunch	12:00 - 12:35	

Module	Time	Usual Activity
6	12:40 - 1:25	Instructional period
7	1:30 - 2:17	Instructional period
8	2:17 - 3:20	Evaluation, conferences, special activities. Student attendance optional.

The FOCUS time schedule is not the same as followed by regular Madison High School classes. (The schedules coincide only at the start of the school day, at noon, and at the end of the seventh module.)

While FOCUS is in most ways a "self-contained" program, students are able to attend specialty classes in the regular program when project personnel and resources are not adequate to serve a specific learning goal or interest. Similarly, students from the regular program are welcomed to participate in FOCUS classes or activities.

All project classes center on pursuit of specific learning objectives. Students have the option of selecting either common class objectives or individually designed objectives. Both class objectives and individual objectives are established cooperatively by the students and teachers involved in a specific lab section.

FOCUS operates without any required classes with the exception of basic math and reading. All students must participate in remedial math and reading classes until they are able to complete fundamental arithmetic functions through the multiplication and division of decimals and fractions and can demonstrate seventh grade reading proficiency. With these exceptions, students are allowed complete freedom in making selections from the class menu for a given instructional cycle.

In addition to regularly assigned student teachers, the project also utilizes the services of short term volunteers in a variety of ways. Undergraduate college students lead special short-term classes, parents function as skill-area instructors and excursion leaders, and local artists, craftsmen, professional persons, and city employees frequently meet with students for discussions and workshops.

While certainly not a major component of the project's instructional program, a unique feature of FOCUS is the strong "media flavor" apparent in many classes. Recognizing that today's students are socially conditioned to rely heavily on non-print message systems, the teaching staff frequently utilizes a "visual literacy" approach to communication skills development-- photography, picture sequencing, sound recording, slide/tape and TV production, etc. (Students have produced most of the materials used in the project's dissemination effort to date.)

Some commercial materials are used in the instructional program, but, due primarily to the tremendous variety of class options available, most instructional materials used in the project are produced by teachers and students.

Student Population. Most students participating in the FOCUS Project are those who have been recommended to the project by Madison High School personnel (teachers, counselors, administration) or by staff members in Madison's elementary "feeder" schools. Some students, however, are "walk-ins"; that is, they are self-referrals who sought out participation in the program. A student must meet one or more of the selection criteria listed below, (Figure 2), must request placement in the project, and must have the full support

of his parents before he is accepted as a FOCUS member. Thus, the project has strictly a volunteer population.

The following criteria were developed for the purpose of screening students who were identified as being in need of an alternative to the regular school program. (Analysis of criteria references for 1973-74 FOCUS student population is included.)

Reference Criteria	Frequency	% of Student Population
1. Does not like school	71	73
2. Does not find studies meaningful or relevant	68	71
3. Will probably encounter difficulty during high school career because of non-academic factors.	47	48
4. Does not believe in self. (Poor self-image.)	45	46
5. Does not have sufficient command of basic skills to predict high school academic success.	33	34
6. Does not work well in groups with peers.	30	31
7. Does not set long-range goals.	28	29
8. Has failed two or more subjects during the school year.	27	28
9. Does not respect or respond well to authority.	25	26
10. Has high academic potential but is not responding to instruction due to boredom, restlessness, rebellious behavior, etc.	24	25
11. Does not view teachers and/or adults as approachable.	17	18
12. Has left school but is re-enrolling.	10	12

Figure 2. Summary of Student Referral Categories 1973-74 School Year (n = 97)

While a student need meet only one of these criteria in order to "qualify" for FOCUS, it is rare to see a case in which fewer than

three or four items have been identified by individuals and agencies "nominating" a particular student.

Special Occurrences: Student Turnover. The turnover of students in the FOCUS project during its first three years of operation might be considered a "special occurrence". There are only 100 students on the active rolls at any given time, but through transfer, release, and new admissions, well over two hundred students have been enrolled in the project since September 1971. This has not only made it necessary to stretch available resources--personnel and material-- but has also limited the extent to which comparative longitudinal data have been generated. To further explain the "expenditure" of project resources, it must be recognized that all interviews, conferences, and consultations, and all services such as testing, counseling, instructional design have been "repeated" twice as often as one might expect when considering a program dealing with one hundred students. In moments of retrospect, the staff is pleased to realize the FOCUS program has had impact on an audience far more extensive than originally conceived, but also recognizes that a 100% increase in student population has added a restriction to the concept of innovation which was not anticipated in the original FOCUS plan.

Between September 1971 and April 1974, two hundred and ten students have left FOCUS and have been replaced by new project participants. A breakdown of enrollment during this three year period is presented in Figure 3.

Returned to regular Madison High School classes	51
Transferred to other Portland high schools	5
Family moved from Portland	15
Transferred to other local institutions (Vocational Village, Residential Manpower Center, Portland Community College, Evening High School)	14
Married, left school	2
Left school for full-time employment	12
Dropped all educational programs and not working	7
Court assignment to group home	1
Assigned to home teacher due to extended illness	2
School Board expulsion	1
Currently enrolled	100
	210

Figure 3. Analysis of Student Turnover, Sept. '71 - April '74

Reactions to FOCUS. The day-to-day operation of the FOCUS project results in a constant flow of informal inputs which evidence the positive impact of the program on its students, faculty colleagues, parents, and other members of the community. Following are a few examples of such supportive feedback.

Case #1 - The Twins: Alan and Dale are identical twins, alike in appearance as the proverbial peas in a pod. When they entered the project during its first year of operation, they were described by their family doctor as a case of "reverse schizophrenia," that is, two people behaving and thinking as a single personality. "They are so closely associated," said the doctor, "that if one dies, the other will probably follow him within a very few days!"

If one twin was ill and absent from school, the other was also absent. If one had twisted an ankle in gym, the other had sympathetic pains. They always signed up for the same FOCUS classes, ate identical lunches, and ignored other students in the project, generally sitting on the fringes of any group, almost in physical contact with each other.

Recently a visitor to the project made an annoyed comment about the noisey rowdiness shown by the two boys during a particular class. The visitor was amazed to hear pleased staff members crow with delight and offer the incident as an example of project accomplishment! Today, Alan and Dale continue to take some classes together but have no reluctance for signing up separately for others. Each feels confident enough to embark on new activities without the

support of the other. From third grade reading levels they have progressed to the point where Dale reads at the sixth grade level and Alan at the seventh, and both have completed remedial math workshops and can demonstrate competencies through the multiplication and division of fractions, decimals, and percentages.

Perhaps more important than their academic progress is the fact that they can now talk about their change in behaviors with staff members and peers. Dale has said, "We never had any friends before. That's really what makes coming to school worthwhile." His brother adds, "The teachers couldn't tell us apart, and we always used to feel dumb."

In the analysis of their three years' participation in the project, what FOCUS has done for these boys is to provide a secure base in which they can risk moving out of their two-person world. Program activities such as casual "rap" sessions, out-of-school trips for fishing and camping, and in-class projects keyed to the specific interest of each boy seem to have provided the right environment for both cognitive and affective development.

Case #2- Boredom: Sunny was with FOCUS during the project's first year. Stacey has been in the program during the third year. Yet, while they were three years apart, both Sunny and Stacey have said the same thing. "I hate weekends now. They're really boring, nothing to do. I never thought I'd say this because school was always the boring thing before. But now I hate weekends."

Case #3- Mechanic: Bob has been with the project for three years. He failed all subjects as a freshman and entered FOCUS as a "no credit" sophomore. By doing extra work, doubling summer school

credits, and earning work experience units, he has made up for his lost year and will graduate with his original class. "FOCUS helped me make sense out of education," says Bob. "I've always liked cars and when the teachers set me up with job-sampling placement with a VW repair shop and let me earn credit for learning, it made a difference in my attitude toward school and teachers. The boss liked my work and kept me on the job after my training program was over. I'm building up a tool set, earning money, and using my time in school to really dig into stuff I'll need to become a top-notch mechanic. I might even try to continue in auto design at the Community College."

Case #4- Cathy and Karen: After two years in FOCUS, Cathy and Karen were returned to the regular Madison High School program to complete their senior year. The two girls were the first "FOCUS kids" to attempt the rigors of the traditional senior program and their progress has been carefully monitored. The project staff has been delighted to find both girls have been passing all their classes and have even earned a sprinkling of A's and B's. When asked whether or not having been in FOCUS for two years was a handicap now, Kathy replied "....No! I probably missed some English and social studies, but I found out that what I wanted to know was the most important thing in learning. I guess I know that lots of what they're giving us this year is garbage, but in FOCUS I learned to hang tough and wait to find things I liked and could use."

Karen was an indifferent student-- talented but turned-off. She really wanted to leave school after her freshman year but was persuaded to become part of FOCUS when the project started. She

remained with FOCUS for two years. Recently she has come back to speak with project personnel and ask for help in selecting a good college where she can train to be an art teacher. "I really want to be a teacher in a program like FOCUS," she has said, "that's where I might do the most good."

Case #5- Tina's Mother: Tina spent only one year in FOCUS before returning to the regular program. Early this year, Tina's mother visited the school for a P.T.A. function and took time to stop by the FOCUS office to speak with the project staff. "I don't know what you people did with Tina last year, but whatever it was, it sure made a difference. She's really doing well in school this year. She's blossomed out and I'm so pleased. I wanted to tell you because I know that schools, particularly FOCUS, must get sick of always getting complaints and never compliments."

Case #6- Librarian: The school librarian sent the project staff a very supportive letter, excerpts of which read: "...The change (since the first project year) is impressive to me and my staff. The students are more polite than the average teenagers. They are using our resources well and have enough sense to ask for help when they need it. Many students don't. Many of the students have improved their dress standards and are far more attractive. I feel that the staff being so well-groomed and wearing the newest styles has impressed the students. In other words, they are accepting a model.

I know nothing about their academic achievements, but they do seem interested in what they do in class. If changing a behavior pattern is a goal of the program, it is successful. These boys and

girls are pleasant to work with and are interesting human beings. I am proud of what has been accomplished by this staff. I would hate to have had to work as hard as they did to achieve these positive results, but it must be rewarding..." (Constance Wickwire)

Case #7- Hostess: In a letter to the Madison principal, a Seattle resident with whom several students from FOCUS stayed during a field trip wrote: "...I am writing to tell you I had, as house guests, nine of what must be the finest young men in your school. They were on a field trip to Seattle with Mr. Parker (FOCUS staff member). I was apprehensive to learn there would be nine boys staying with us, but I invited them and to my pleasure we had a very memorable time. The boys were courteous, polite, and most helpful. By occupying my four young children while breakfast was being prepared, helping with the dishes, and doing some general household chores; they made themselves most welcome. From our house they continued on their trip, all of us a little richer for the experience..." (Mrs. James Locke)

Case #8- Quarantine: Jeff was a sophomore in FOCUS when he contracted scabies and was quarantined for two weeks by his doctor. This created a problem for the project staff because Jeff kept sneaking away from home to go to school. "I'll miss out on what's happening," he complained each time he was sent back home.

Becky had a severe ear infection but kept coming to school. A staff member finally had to drive her home and try to convince her mother that she was too ill to be in school. "But she keeps saying she feels fine," said the mother, "what kind of school are you running up there?"

Case #9- Substitute Teacher: Ms. Lewis is a substitute teacher in the Portland schools and frequently requests placement in FOCUS and other alterrative programs in the district. She says, "FOCUS is the best alternative in town. Not that the program is perfect or couldn't be improved. But, you're miles ahead of everyone else in the game as far as positive impact on your students is concerned. I like to work with FOCUS, it's a warm place."

Case #10- Self-Appraisal: Linda came to an afternoon staff evaluation meeting to discuss her progress with her teachers. "I never made it too hot in school because I'm a smart-mouth," she said. "But I don't hassle Leon, he's the best teacher I ever had. I don't care what he teaches, I sign up for all of his classes. I don't smart-mouth him."

Case #11- Parent Protests: Four mothers with children in a nearby elementary school were publicly outraged when they discovered that FOCUS students were serving as tutors with grade school children. During a PTA meeting, one complained, "What right have you (FOCUS) to allow those creepy, messed-up kids, who can't even do their own math and reading, to work with our children?" The commotion was so great that the tutoring program was suspended 'for further study' by school administrators. The FOCUS staff invited the protesting parents to visit the project and talk with staff and students. The parents did this, observing for the better part of a day. They left convinced that FOCUS not only offered a legitimate educational program, but that FOCUS students would be uniquely able to help younger children with various educational and behavioral difficulties. FOCUS tutors were reinstated in the elementary school and soon after became active in two other schools.

Case #12- Madison student journalist: The Madison school newspaper, The Constitution, sent a member of the reporting staff to visit FOCUS and write a human interest story on her observations. Among other comments, the reporter wrote, "FOCUS classes feel like being in a large warm family instead of a school. FOCUS teachers seemed more like older brothers and sisters than they did teachers. It was a neat feeling."

Case #13- Bus Driver: "I want you to know that this is the friendliest, most interested, and nicest group of students I have ever driven anywhere," wrote the driver of a bus chartered for a FOCUS field trip.

Case #14- Superintendent: In an article on Portland school problems published in the Sunday Oregonian, Dr. Robert Blanchard, Superintendent of Schools, was quoted as saying, "...one answer to the district-wide problem of student non-attendance would be the development of more alternative programs such as Madison's FOCUS project."

Case #15- Students Read: "Not really, does that say shun? (Student holding a Distar "tion" card.)

"I'm getting better at reading, I can tell. I practice reading newspapers at home every night. (Bill telling Spike and Roger that he's starting to "dig" books.)

Case #16- Advisory Council Evaluator: A college counselor, a member of the Title III Advisory Council evaluation team reviewing the FOCUS program, wrote a special letter to the staff following his on-site visitation. He said, "I always thought that if I couldn't work at the junior college level, my next choice would be an elementary school. At the bottom of the list would be high school. But,

after spending time with FOCUS, particularly after sitting in on your poetry classes where kids were rapping comfortably about poems and writing some pretty good stuff of their own, I just might have to revise my priorities. Thanks for a fine experience..."

Case #17- Angry Phone Call: The office phone rang and a student secretary answered. "What are you people going to do about getting them to start a FOCUS project at our high school. It's unfair to other kids that only Madison students can have a program like this. My daughter is being cheated and I'm going to the School Board to make sure that everyone gets it or none will!"

3. Effectiveness

When speaking to the question of FOCUS effectiveness, it must be pointed out that the terminal goals of the project are really no different than those of almost any other American secondary school. There is nothing innovative or exemplary about FOCUS in terms of product objectives: the staff hopes to help youngsters to become proficient in the basic skills, to be capable of making sound decisions, to utilize effectively their leisure time, and to become, in general, happy, productive members of the society.

What is innovative and exemplary about FOCUS are the processes by which the project approaches these common educational goals. It is in the areas of philosophy, organization, personal relationships, and operation that FOCUS hopes to demonstrate procedures and protocols which will serve as models for the national educational community.

It is unfortunate, therefore, that the national validation program is so exclusively concerned with measurable product objectives,

for the principal strengths and values of FOCUS lie in the realm of process. The staff feels that in comparison with their process systems their product objectives are of secondary importance. However, since, in regard to the particular student population involved, FOCUS outcomes are superior to those of the traditional Madison program, it has been decided to proceed with the national validation program on the strength of the project's product objectives and results. (Also see State Advisory Council On-Site Visitation report, pp. 142 ff.)

Major Product Objectives. 1. By the end of the 1973-74 school year, 60% of the FOCUS students who had poor attendance records (absent more than 12.5% of days enrolled) during the 1972-73 school year will demonstrate at least ten percent comparative increase in the number of days attended. ('72-73 compared with '73-74) or will reduce absence to less than 12.5% of days enrolled.

2. By the time of the final 1973-74 post-test, 70% of the FOCUS students who had ratings of 1, 2, or 3 on the Self-Regarding Attitudes rating scale pre-test will demonstrate a positive change of at least one scale point in each of the specific self-regarding attitudes contained in the rating instrument.

3. By the time of the final 1973-74 post-test, 70% of the FOCUS student population will demonstrate acceptable performance (minimum rating of 3) and 30% of the student population will demonstrate superior performance (rating of 4 or 5) on at least four of the five behaviors specified on the Self-Regarding Attitudes rating instrument.

4. At the time of the final 1973-74 post-test, at least 60% of the FOCUS student population who had pre-test scroes worse than one standard deviation below the norm on any sub-test (reading, composition, math) of the T.A.P. will demonstrate improvement of at least five standard score points.

5. At the time of the final 1973-74 post-test, at least 60% of the FOCUS student population who had pre-test scores between one-half and one standard deviation below the norm on any sub-test (reading, composition, math) of the T.A.P. will demonstrate improvement of at least 2.5 standard score points.

Student Selection Procedure. Complete descriptions of the FOCUS student selection process may be found in the preceding section, pages 10 - 12 and in FOCUS Monograph Series, #1 - Student Selection in FOCUS and #12 - Procedures for Admitting and Releasing Students.

Evaluation Strategy. Evaluation of FOCUS objectives and procedures, both formative and summative, is a function of the project's evaluator, Mr. Barry Reinstein. Mr. Reinstein is an evaluation specialist assigned to the project by the Portland school district's Research and Evaluation department. He provides the "third-party" evaluation services called for in the Oregon Title III State Plan. Additionally, the project is reviewed in depth annually by an audit team from the Northwest Regional Educational Laboratory. A complete description of the 1973-74 evaluation plan is included in Appendix A.

4. Costs.

Developmental and operational costs for the 1973-74 school year are displayed in Figure 4. Estimated start-up costs for schools wishing to adopt the FOCUS model are displayed in Figure 5.

Class	Item	Developmental Costs	Operational Costs	
100 - Administration				
	Administrative Overhead		1,950	
200 - Instruction				
	Salaries:			
	-Project Director	16,000		
	-Counselor		12,000	
	-Teachers (5 FTE)		44,600	
	-Project Evaluator (.2FTE)	3,500		
	-Secretary	5,000	2,200	
	-Extra Preparation Time(Staff)	1,600	2,000	
	-Summer Training	2,700		
	Travel:			
	-Local Mileage	450		
	-Out-of-Town	480	400	
	Contracted Services:			
	-Consultant fees	1,200	975	
	-Consultant travel & per diem	400	400	
	-Testing services	200		
	Dissemination	1,150		
	Teaching Materials & Supplies:			
	-Non-consumables		1,300	
	-Consumables		1,000	
	Off-Campus Facilities		1,200	
	Field Trip Transportation		1,595	
	Office Expenses:			
	-Added sec'ty time	350	100	
	-Telephone	450	100	
	-Postage	150	150	
	-Paper, misc. office supplies	1,042	200	
400 - Health Services			500	
600 - Operation of Plant			4,000	
800 - Fixed Charges (Employee benefits)		3,754	7,914	
1278- Capital Outlay			500	
		$38,426	$83,084	$121,510

Figure 4. Developmental and Operational Costs - 1973-74

Class	Item	Operational Costs
200 - Instruction		
	5 Teachers, est. @ $10,000 each	$50,000
	Team Leader, est. .5 FTE @ $5,000	5,000
	Extra Preparation Time, est. 5 da. for 6 staff @ $40 da.	1,200
	Student Teacher selection & Coordination (est.)	250
	Regional travel: Workshops, Conferences, etc.	425
	Consultant Services to Staff	250
	Consultant Services to Program	250
	Consultant Travel & Per diem	300
	Books, films, non-consumables	1,000
	Off Campus resources	1,000
	Summer Workshop:	
	-Teacher stipends 5 x 10 da.x $40	2,000
	-Team Leader stipend 15 da. x $40	600
	Academic Year in-service classwork	400
500 - Pupil Transportation		
	Bus Charter/bus operation est. 1,000 mi. @ $.75 per mi.	750
800 - Fixed Costs		
	Employee benefits @ 14%	8,230
	Total	$72,655

Figure 5. Estimated Start-up Costs for Schools Adopting FOCUS Project

5. Exportability Factors

The following considerations will be important to any school or district planning an alternative program based on the FOCUS model.

Personnel. Adoption sites should plan on providing at least one instructional FTE for every twenty students who will be enrolled in the program. The FOCUS project operates with a student population of one hundred and a team of five teachers. The adoption site should also plan on providing at least .5FTE for program leadership (department chairman, team leader, program coordinator). Additional personnel might also be provided according to local conditions. (secretarial/clerical help, counselor, teacher aides, etc.)

Physical Resources. Adequate classroom space must be provided. One teaching station for every twenty students is a minimal requirement. Adequate office space is also required. Dependent upon local conditions, special school stations (gym, science labs, typing rooms, etc.) might also be made available for short-term use on a negotiated basis.

Staff Development. An intensive staff development program is an important start-up activity in establishing a FOCUS-type program. A summer orientation/training workshop should be considered part of the necessary pre-operational program. (two to six weeks, according to resources available for staff development.) Academic year in-service should also be considered a part of the adoption program. Costs of teacher time for staff development activities must also be absorbed by the school according to local "extra time" policies. Local districts and schools should also provide some funds for obtaining consultant services for the project and staff.

Travel. A small travel allowance should be provided the program by the school or district. This will cover costs involved in sending project personnel to local and regional workshops and conferences. (State ASCD, APGA, Title III, etc.)

Developmental Period. It is recommended that schools considering the adoption of the FOCUS model commit to at least a two year developmental period before deciding to discontinue the program or make major changes in its primary components.

Evaluation and Dissemination. Although both evaluation and dissemination have been important elements of the FOCUS operation, the extent of the adopter's activities in these two areas must be a local decision. It is recommended, however, that projects adopting the FOCUS model view local evaluation and dissemination activities as important elements of the overall program.

Instructional Materials. Specification of instructional materials required in the operation of a program based on the FOCUS model is difficult because the choice materials used will be dependent upon the individual staff members who make up the program teaching team. FOCUS teachers, in general, have not chosen to utilize class sets of commercially produced materials. Instead, they have relied heavily upon teacher-made materials. Likewise, they have not been dependent upon textbooks, preferring to use "home made" handouts, worksheets, and brochures, pamphlets, etc. available from governmental agencies, businesses, and similar community organizations. The FOCUS curriculum has a strong media accent which requires an unusually extensive resource bank of hardware- cameras, projectors, VTR equipment- as well as a rather high expenditure figure for film, film processing, flashbulbs, etc.

In short, the kinds of instructional materials and equipment employed in a program such as FOCUS are almost entirely dependent upon the preferences of the instructional staff and their judgements as to which materials are most comfortable and appropriate for the particular students with whom they work. It might be said, however, that the total FOCUS expenditure for instructional materials and supplies is comparable to that of most other school programs-- only the manner in which available resources are allocated is different.

Financial Resources. Projected costs for FOCUS adoption programs are detailed in the budget which appears in the previous section of this report. (p.25) Costs may vary from site to site but figures included are considered basic for the development and operation of a program based on the FOCUS model.

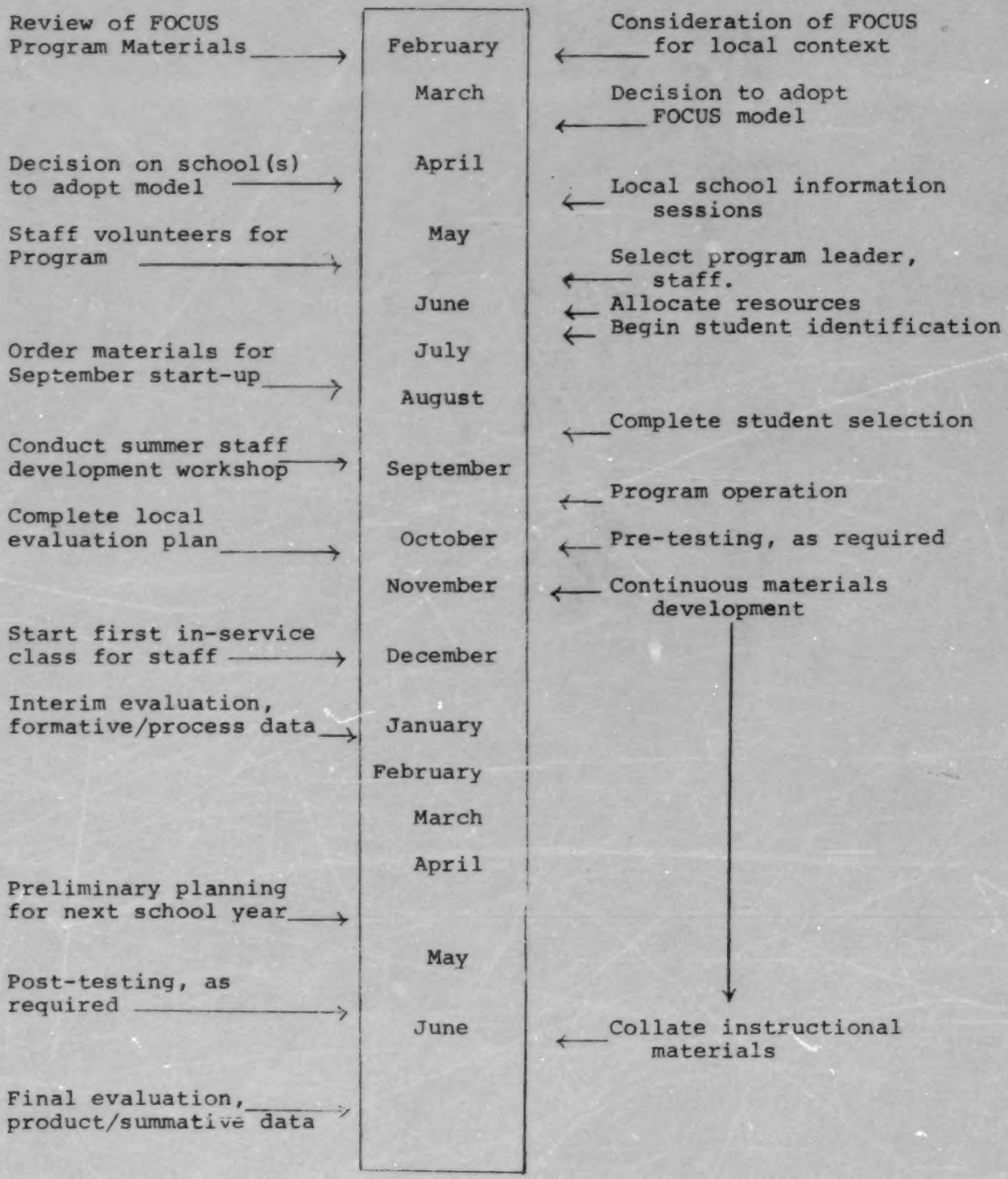

Figure 6. Developmental/Operational Landmarks

6. Publications and Materials

The following dissemination materials are available from the FOCUS project.

1. Monograph Series

#1	Student Selection in FOCUS	(June '72)
#2	FOCUS Curriculum Model	(June '72)
#3	Utilizing Community Resources	(July '72)
#4	Basic FOCUS Philosophy	(July '72)
#5	FOCUS Student Teaching Component	(Sept. '72)
#6	Analyzing Student Attitudes	(Oct. '72)
#7	Utilizing School Resources	(Nov. '72)
#8	Class Selection Procedure	(Nov. '72)
#9	Cross Peer Instruction	(Nov. '72)
#10	Attendance Procedures	(Dec. '72)
#11	Physical Resources	(Dec. '72)
#12	Procedures for Admitting and Releasing Students	(Jan. '73)
#13	FOCUS Curriculum Summary	(Feb. '73)
#14	Anecdotal Records in FOCUS	(Feb. '73)
#15	An Observer Reviews FOCUS	(Feb. '73)
#16	Evaluation vs. Accreditation	(Sept. '73)
#17	Staff Development in FOCUS	(Oct. '73)
#18	Visual Literacy in FOCUS	(Nov. '73)
#19	Opening School Activities	(Nov. '73)
#20	Affective Measurement	(Dec. '73)

2. FOCUS Operational Handbook

3. Brochures

A Look at FOCUS

FOCUS in Bits and Pieces

4. Annual Reports

1971-72 School Year

1972-73 School Year

5. Slide/Tape Productions

"Celebration of the Ordinary," 27 min. overview of FOCUS project. (1972)

"An Alternative Within," 14 min. description of program curriculum. (1973)

7. Unanticipated Findings

Returns to Regular Program. The original FOCUS proposal was prepared, in part, with the idea that a one or two year experience in a comparatively "open" school environment would serve to prepare turned-off, unmotivated students for eventual re-entry and "success" in the regular school program. While this has been the case in some instances, it has not been the general rule. The current feeling of the project staff is that the FOCUS alternative should not be viewed as an educational "fix it" shop. "If we're a legitimate alternative for freshmen and sophomores, why not for juniors and seniors?" questioned one staff member. "Most of these kids are so messed up when they get to us that it would be an impossible task to get their heads straight in a year or even two years. How can we hope to undo eight or nine years of pre-conditioning in such a short time," asked another teacher.

In short, FOCUS is now viewed as something other than a remedial supplement to the regular program charged with the task of "straightening up" youngsters who do not fit easily and comfortably into the educational mainstream. Instead, the project has been accepted as a viable, educationally credible program capable of providing learning experiences congruent with the needs of students across all high school grades.

Parental Involvement. Another key element in the original FOCUS plan was to bring parents into the operation of the project in order to create in them a feeling of "ownership" for the program and to encourage them to become involved directly with their childrens' educational development. Perhaps non-involvement is characteristic of parents of "FOCUS-type" students or perhaps staff efforts have been inadequate, but the goal of establishing close home-project relationships has not been achieved.

Staff Selection. FOCUS began operation with a staff hired specifically for an open, flexible school program. However, since 1971, local personnel/hiring conditions have changed drastically. Replacements for original staff members have had to be made from a district-wide "pool" of teachers released from other high schools. Four of the five teachers now on the FOCUS teaching team have come to the project through the district "pool" of surplus personnel. All four of these teachers have made significant contributions to the development of the program, leading to the startling conclusion that a hand-picked staff is not vital to the success of failure of an open alternative program.

As an additional note, it might be mentioned that a teacher's formal academic preparation and specialty do not seem to be the key to his or her success with FOCUS students. More important, by far, are the individual's interests, abilities, and activities away from the academic arena: teachers who paint, fly airplanes, scuba dive, climb mountains, collect shells, etc. seem to be far more effective than those whose impact on students is predominantly "content-oriented."

Faculty Attitudes. In terms of their acceptance of the FOCUS program, members of the regular Madison High School faculty can be divided into three groups.

One group, certainly the largest, has accepted the project as a legitimate part of the overall school program. These teachers cooperate and support the program because they can accept both the basic FOCUS philosophy and the day-to-day operational procedures which make the project distinctive.

Another group of teachers accept the project's existence in the school and support the continuation of the program in future years. This acceptance, however, is not based on the "right" reasons--- philosophy, curriculum, procedures: too often teachers accept FOCUS because it makes their own classes easier to manage. "I'd rather have a class with 35 'good' students in it than a class of 30 with two or three of the FOCUS kids," said one faculty member honestly.

Finally, a small segment of the faculty objects to the concept of an alternative such as FOCUS and, realistically, will never accept the need for anything but the traditional school program. FOCUS and its staff members have, however, learned to accept this condition and continue on a course of peaceful professional co-existance.

In summary, the FOCUS project has become an established part of the total Madison program, no longer dependant upon continued federal funding for the resources and support it needs to remain in operation.

Shared Resources. A hoped for, but nonetheless pleasing, spin-off result of the FOCUS program has been the impact of the project on some teachers and students in regular Madison classes. Students from regular Madison classes often visit and participate in FOCUS classes and seem to have little reluctance in "carrying back the message" to their teachers and classmates. Consequently, FOCUS staff members are frequently asked to share study units, teaching strategies, and special materials utilized in the FOCUS program. Materials used in the FOCUS "visual literacy" approach to communication skills development have been of particular interest to teachers in Madison and other local schools.

Conversely, the FOCUS staff has learned to overcome initial hesitance to ask for help among the Madison faculty. As trust and cooperation have grown, FOCUS has been able to request and receive help from almost every department in the school, including materials, classroom facilities, special equipment, and, perhaps most important, the voluntary assistance of many teachers.

Academic Improvement. It must be understood that the most important goals of the FOCUS project lie in the affective realm. This is not to say, of course, that cognitive outcomes are ignored. However, the greatest thrusts of the project during its three operational years have been directed toward such areas as values clarification, self-image, and interpersonal relationships. It has been encouraging, therefore, to find that respectable cognitive growth has occurred with most project students, albeit as a "by product" of basically affective activities. FOCUS staff members feel strongly that a student's feelings of self-doubt, inadequacy, and detachment must be encountered and resolved before substantive academic progress can be accomplished.

Application
for Validation

PART II--Effectiveness/Success

Project objective(s) identified for validation have been attained and the performance of the learner has been improved.

Major Product Objectives:

As stated in the previous section, the following objectives reflect only the product goals of the FOCUS project. It is unfortunate that the project's process objectives, which are of far greater significance to the educational community, can not be measured in such a way as to fit the requirements of the National Validation program.

1. By the end of the 1973-74 school year, 60% of the FOCUS students who had poor attendance records (absent more than 12.5% of days enrolled*) during the 1972-73 school year will demonstrate at least a ten percent comparative increase in the days attended, ('72-73 compared with '73-74) or will reduce absence to less than 12.5% of days enrolled.

2. By the time of the final 1973-74 post-test, 70% of the FOCUS students who had ratings of 1,2, or 3 on the Self-Regarding Attitudes rating scale pre-test will demonstrate a positive change of at least one scale point in each of the specific self-regarding attitudes contained on the rating instrument.

3. By the time of the final 1973-74 post-test, 70% of the FOCUS student population will demonstrate acceptable performance (minimum

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* 12.5% accepted as approximate "norm" for absence among Portland district high school students.

rating of 3) and 30% of the student population will demonstrate superior performance (rating of 4 or 5) on at least four of the five behaviors specified on the Self-Regarding Attitudes rating instrument.

4. At the time of the final 1973-74 post-test, at least 60% of the FOCUS student population who had pre-test scores worse than one standard deviation below the norm on any of the sub-tests (reading, composition, math) of the T.A.P.* will demonstrate improvement of at least five standard score points.

5. At the time of the final 1973-74 post-test, at least 60% of the FOCUS student population who had pre-test scores between one-half and one standard deviation below the norm on any sub-test (reading, composition, math) of the T.A.P.* will demonstrate improvement of at least 2.5 standard score points.

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* - T.A.P. refers to Test of Academic Progress, a standardized achievement test used throughout the Portland school district.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

By the end of the 1973-74 school year, 60% of the FOCUS students who had poor attendance records (absent more than 12.5% of days enrolled*) during the 1972-73 school year will demonstrate at least a ten percent comparative increase in the days attended, ('72-73 compared with '73-74) or will reduce absence to less than 12.5% of days enrolled.

* 12.5% accepted as approximate "norm" for absence among Portland district high school students.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

2. Description of needs assessment and findings:

Fall analysis of 1972-73 student attendance records indicated that, indeed, a significant number of FOCUS students had had poor (absent 12.5% of more of days enrolled) during that year. The program goal of improved attendance grew from these findings.

1972-73 Attendance Records

Student Initials	Days Enrolled	Days Absent	% of Days Absent
KA	174	54	31
KAs	174	12½	7
KB	174	92½	53
EB	174	22½	13
CC	67	36	54
SC	174	28½	16
StC	174	22½	13
Scl	155	84	54
KC	174	31	18
SCo	174	67	39
RC	174	56	32
TD	174	68	39
LF	174	7	4
VF	174	4	2
KG	174	4½	3
SG	174	15½	9
KG	174	35	20
BG	174	40	23
JH	174	38½	22
TH	174	48	28
MJ	174	24½	14
NJ	174	48½	28
MJ	174	36	21
RJ	174	46½	27
RJo	174	36	21
DL	174	5	3
KL	120	20	17
JL	174	60	34
LL	174	42½	24
CM	174	66	38
RM	174	45½	26
DN	174	10	6

(continued on p.38.)

Objective 1, item 2, continued

Student Initial	Days Enrolled	Days Absent	% of Days Absent
RN	174	10½	6
KR	174	14	8
JS	174	35	20
MS	174	1½	1
DS	174	22½	13
ES	32	8	25
KS	174	31	18
MT	174	21	12
GV	174	24	14
MW	174	14	8
RW	174	15	9
DW	174	75	43
RS	147	13	9
RB	174	9	5
MB	174	14	8
JG	174	50	28.5
DG	174	4	2
KJ	174	14	8
SJ	174	38	22
RL	174	26½	15
WM	174	12.5	7
RM	174	4	2.5
GN	174	11	6.5
PP	174	8	4.5
LR	174	35	20.5
SS	174	25	14
BW	174	3	1.5
MW	95	28	29
MA	174	3	1.5
JB	174	24	14
SB	174	15	8.5
MB	174	5	3
RC	174	41	23.5
RCr	174	5	3
KC	174	43	25
RD	174	5	3
RDy	174	7½	4
LE	174	21	12
PF	174	21	12
SF	174	14	8
DF	174	17	10
VG	174	41	23.5
TG	174	33	19
RH	174	28	16
RHu	164	9	5.5
GJ	174	25	14
LLa	174	26	15
SM	174	18	10.5
AM	174	40	23
DM	174	42	24

(continued on p. 39.)

Objective 1, item 2, continued

Student Initial	Days Enrolled	Days Absent	% of Days Absent
SM	174	9½	5.5
NO	174	41	23.5
SSa	174	21	12
CSt	159	15½	9.5
LS	174	19	11
CT	174	6	3.5
JV	174	19	11

Thus, of the 89 students for whom 1972-73 attendance data were available at the beginning of the 1973-74 school year, 48 (53.9%) met the project's definition of "poor attendance" (absent 12.5% of more of days enrolled), indicating clearly that there was a great need for attendance improvement to be viewed as a prime project objective.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

3. Describe activities for the attainment of the objective:

FOCUS attendance procedures and activities are described in detail in FOCUS Monograph #10, Attendance Procedures, and also appear in "Attendance Procedures," p. 78ff., Program Operational Handbook.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

4(a). Describe evaluation design:

Evaluation of this objective is by Comparison/Discrepency. Students who fit, on the basis of their 1972-73 attendance, the project definition of "poor attendance" are identified during the first month of school. At the end of the year, the 1972-73 absentee rates are compared with the 1973-74 rates and improvement is noted. (Comparison based on the percentage of days absent while officially enrolled.) Resulting data are then viewed in terms of the project objective. If 60% of the project's "poor attendance" students have shown at least a 10% attendance improvement, the objective is considered accomplished.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

4(b). Describe the procedures used for evaluation:

1. Project director records 1972-73 attendance data from school records. (August)
2. Individual student records displayed in terms of:
   a. days enrolled
   b. days absent
   c. percentage of days absent
3. Attendance displays forwarded to project evaluator. (October)
4. Evaluator identifies individual students who are targets for objective. (October)
5. Project secretary maintains daily attendance records for all students.
6. Project director compiles attendance data for 1973-74 school year. (May)
7. Project evaluator compares 1972-73 data with 1973-74 data and determines degree of objective attainment. (May)

Note: Attendance data after May 10 are not recorded due to the need for data reduction prior to the end of the school year.

PART II--Effectiveness/Success (cont.)

Objective No. One

4(c). Describe the activities:

Evidence to support claims of goal attainment regarding student attendance is inferential. The majority of FOCUS students had continually poor attendance records during years prior to FOCUS enrollment. The marked improvement in student attendance, both individually and as a group, is accepted by the project staff as evidence of the effectiveness of their efforts to hold students in school.

Additional inferences may be drawn from follow-up surveys on the attendance records of FOCUS students who have left the project to enroll in other schools. During the first two years of project operation, fifty-two students left FOCUS for various reasons. Twenty-six left the project because their families moved to other high school districts. Twenty-two were returned to classes in the regular Madison High School program, and four left for other reasons-marriage, extended illness, and court detention. Of the fifty-two who left FOCUS, only eighteen actually enrolled and maintained satisfactory attendance in their new school environment. Comparison of data regarding these former students and those who remain in the project leads to three conclusions:

1. FOCUS screening procedures and selection criteria are effective in identifying students who are very likely to have attendance problems apart from the FOCUS context.

2. The FOCUS "treatment" is relatively ineffective in preparing students to become regular in their attendance in regular school programs.

3. The FOCUS alternative is successful in helping students with poor attendance records improve attendance and, quite probably, in reducing the number of school dropouts.

PART II--Effectiveness/Success (cont.)

Objective No. One

4(d). Describe sampling technique:

The complete statistical universe - i.e. all students for whom complete 1972-73 attendance data were available - make up the sample.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

4(e). Describe procedure, give evidence of equivalency:

Not applicable

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

4(f). Identify and describe the instrument:

Instrumentation:

1. 1972-73 Attendance Data:
   A. Students New to FOCUS- Information has been gathered from school records from Madison High School and local elementary feeder schools. It is assumed that attendance data are accurate.
   B. Students Continuing in FOCUS- Information taken directly from daily attendance records maintained by the project secretary.
2. 1973-74 Attendance Data:
   All information taken directly from daily attendance records maintained by the project secretary.

Time lapse between pre/post data collection is twelve months. (end of 1972-73 and 1973-74 school years). The validity and reliability of this type of data are considered high.

(Also see Monograph #10, Attendance Procedures for detailed explanation of attendance routines and data maintenance.)

PART II--Effectiveness/Success (cont.)

Objective No. One

4(g). Give evidence of qualifications:

Attendance in FOCUS is gathered daily by classroom teachers, collated and recorded by the project secretary, and displayed by the project evaluator.

Staff teachers gathering attendance data are well qualified by training and experience to count the number of students in their classes, identify which students are missing, and report names of missing students to the project secretary.

The project secretary has had extensive experience in various school clerical positions. She is currently employed on the High School Principal's Secretary salary schedule, the highest category for classified personnel in the Portland school district.

The project evaluator has had previous experience as a classroom teacher, education researcher, and evaluation specialist. He is currently a member of the staff of the Planning and Evaluation Department of the Portland Schools and is pursuing a doctorate in educational research and evaluation.

In summary, the qualifications of all personnel involved seem more than adequate for the purposes of taking, recording, and appraising student attendance.

PART II--Effectiveness/Success (cont.)

Objective No. One

4(h). Describe the procedures:

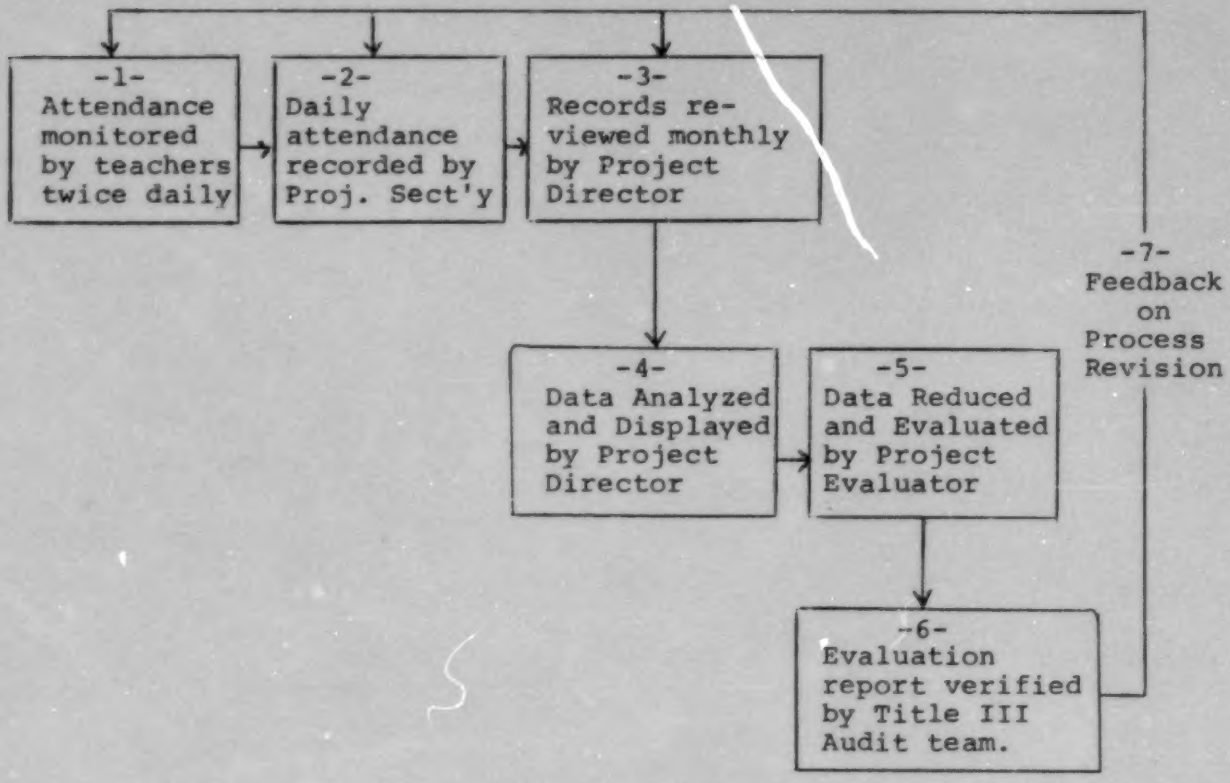
1. Daily attendance records for all students are recorded and checked twice, once in the morning and once in the afternoon.

2. Project director reviews attendance register periodically.

3. Project director displays attendance data according to requirements of project objective.

4. Project evaluator verifies display information, calculates degree of objective attainment.

5. Title III program auditor verifies the work of project evaluator in evaluating project director's evaluation of secretary's records in order to ascertain their accuracy in reflecting student attendance.



PART II--Effectiveness/Success (cont.)

Objective No. One

4(i). Describe the procedures:

	Director's Activities	Evaluator's Activities	Auditor's Activities
Data Collection	Supervise recording of daily attendance verify accuracy	Review complete attendance records, verify completeness	Spot check attendance records, verify accuracy in director's report and evaluator's report
Data Reduction	Display attendance records in annual report	Compare 1973-74 records with 1972-73 records	Spot check evaluator's analysis procedures
Data Reporting		Interim report and final report based on analysis and comparison of 1972-73 and 1973-74 attendance records	Examination of reports for accurate and proper conclusions regarding degree of objective attainment
Personnel	William Olsen and Ralph Nelsen, Project Staff	Barry J. Reinstein, Research and Evaluation Department, Portland Public Schools	Mark Green, Northwest Regional Educational Laboratory

PART II--Effectiveness/Success (cont.)

Objective No. One

5. Present evidence of Objective Attainment:

Analysis of data below indicates that forty-one students began the year in FOCUS who had, by definition, "poor" attendance records during the previous school year. (Absent 12.5% or more of total days enrolled.) These students were the target audience for this objective. A breakdown by class indicates that approximately two-thirds of these students were beginning their first year as project participants and that one-third were continuing in FOCUS from the previous school year. Also, sixteen students were freshmen, twelve were sophomores, ten were juniors, and three were seniors.

Comparison of 1972-73 attendance records with 1973-74 records for these students shows that 70.7% improved their attendance satisfying this objective, either by decreasing absence by 10% from the previous year, or by reducing absence below the 12.5% level. Thus, the goal of improving the attendance of 60% of the "poor attenders" was surpassed by almost 11%.

(Please refer to data presented on the next two pages.)

Comparisons of 1972-73 and 1973-74 Attendance Records For FOCUS Students With Poor 1972-73 Attendance (Absent 12.5% or more of Days Enrolled.)

Student Initials	Grade	Year in FOCUS	1972-73 Attendance			1973-74 Attendance			Percent of Attendance Loss or Gain	Did Student Achieve This Objective?
			Days Enrolled	Days Absent	% of Days Absent	Days Enrolled	Days Absent	% of Days Absent		
KA	9	1	174	54	31	160	30.5	19	+12	Yes
KB	9	1	174	92.5	53	160	62	39	+14	Yes
EB	9	1	174	22.5	13	160	22.5	14	- 1	No
SC	10	1	174	28.5	16	160	14.5	9	+ 7	Yes
SCh	10	1	174	22.5	13	160	25	16	- 3	No
KC	9	1	174	31	18	70	7.5	11	+ 7	Yes
SCo	10	1	174	67	39	160	36	22.5	+16.5	Yes
TD	10	1	174	68	39	160	44	27.5	+11.5	Yes
KG	9	1	174	35	20	160	13	8	+12	Yes
BG	9	1	174	40	23	160	22	14	+ 9	No
JH	9	1	174	38.5	22	160	10	6	+16	Yes
TH	9	1	174	48	28	160	23	14	+14	Yes
MJ	9	1	174	24.5	14	160	22	14	0	No
NJ	10	1	174	48.5	28	160	23	14	+14	Yes
MJo	9	1	174	36	21	160	16.5	10	+11	Yes
RJo	9	1	174	46.5	27	160	19.5	12	+15	Yes
ReJ	9	1	174	36	21	160	9	14	+ 7	No
KL	9	1	120	20	17	70	21	13	+ 4	No
JL	10	1	174	60	34	160	34.5	21.5	+12.5	Yes
LL	10	1	174	42.5	24	160	7	4	+20	Yes
CM	10	1	174	66	38	160	39	24	+14	Yes
RM	10	1	174	45.5	26	160	18	11	+15	Yes
JS	10	1	174	35	20	160	25.5	16	+ 4	No
ES	11	1	32	8	25	160	20	12.5	+12.5	Yes
KS	10	1	174	31	18	160	9.5	6	+12	Yes
GV	9	1	174	24	14	102	13.5	13	+ 1	No
DW	9	1	174	75	43	160	18	11	+32	Yes

(continued on p. 52.)

Student Initials	Grade	Year in FOCUS	1972-73 Attendance			1973-74 Attendance			Percent of Attendance Loss or Gain	Did Student Achieve This Objective?
			Days Enrolled	Days Absent	% of Days Absent	Days Enrolled	Days Absent	% of Days Absent		
LG	9	1	174	49.5	28	33	6	17.5	+10.5	Yes
SJ	11	2	174	38	22	160	36	22.5	- .5	No
SS	11	2	174	25	14	160	15	9	+ 5	Yes
MW	10	2	95	28	29	160	25	16	+13	Yes
JB	11	3	174	24	14	160	21	13	+ 1	No
RC	11	3	174	41	23.5	160	20.5	13	+10.5	Yes
VG	11	3	174	41	23.5	160	18	11	+12.5	Yes
TG	11	3	174	33	19	160	20	12.5	+ 6.5	No
RH	11	3	174	28	16	160	13	8	+ 8	Yes
GJ	11	3	174	25	14	160	36.5	23	- 9	No
LL	11	3	174	26	15	160	18	11	+ 4	Yes
AM	12	3	174	40	23	160	28	17.5	+ 5.5	No
DM	12	3	174	42	24	160	21	13	+11	Yes
NO	12	3	174	41	23.5	160	19.5	12	+11.5	Yes

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

6. State the conclusions:

Since FOCUS is a program designed to help students become more positive in their attitudes toward school, one key measure of the project's success and effectiveness is the attendance of students. Records over three years indicate a substantial improvement among students who meet the project definition of "poor attendance." (absent 12.5% or more of days enrolled.) Individual students, particularly in their first year with the project, have made noteworthy, often dramatic, improvements. As a group, FOCUS students maintain a record of attendance which compares favorably with overall attendance among all Portland-area high school populations.

Students with prior year "poor attendance" have, indeed, improved their attendance during the 1973-74 school year in comparison with the 1972-73 school year. Of the forty-one students identified as the target audience for this objective, twenty-nine either improved their comparative attendance by 10% or reduced their days absent to less than 12.5% of their days enrolled. The goal of helping 60% of the target audience reach the accomplishment level for this objective was surpassed. (70.7% of target audience met objective.)

It would appear that improvement of this nature is due to the flexible, student-centered, supportive nature of the FOCUS program.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. One

7. Present evidence:

A 10% decrease in absence is realistically the maximum improvement to be expected of students in the FOCUS program. That is, students with consistently poor school attendance, disenchantment with the traditional school program, repeated academic failure, and general indifference. The criterion of 10% improvement is based on previous experience and research literature.

Getting students of the above nature to be absent less than 12.5% of their total days enrolled is a considerable achievement in light of the fact that their absentee rates would then be comparable to the general average of all high school students in the Portland school district.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

By the time of the 1973-74 post-test, 70% of the FOCUS students who had ratings of 1,2, or 3 on the Self-Regarding Attitudes rating scale* pre-test will demonstrate a positive change of at least one scale point in each of the specific self-regarding attitudes contained on the rating instrument.

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* The Self-Regarding Attitudes rating scale is a locally developed, criteria-referenced instrument used by teachers to monitor student progress during the school year. It allows distinctions of degree within five separate categories:

A. The student shows involvement in class and project activities.

B. The student works productively with both staff and peers in small groups.

C. The student shows ability to handle own feelings and other peoples' feelings in a manner not destructive to self or others.

D. The student deals constructively with feedback from other students and staff regarding his own behavior.

E. The student shows a commitment to the FOCUS project.

(A copy of this instrument is included in Appendix C.)

PART II--Effectiveness/Success (cont.)

Objective No. Two

2. Description of needs assessment and findings:

The original FOCUS proposal was motivated, in part, by the concern of many Madison faculty for what they perceived to be growing numbers of unmotivated, uncommitted, and unsuccessful students in their classes. Many efforts were made to pin-point the cause or causes of this phenomenon, including surveys of student opinion by the faculty "We Care" committee, continuing "Let's Chat" sessions between the school principal and students, and faculty/PTA "Concern" meetings. From these efforts came the conclusion the many school and student problems had their origins in what might best be called "the realm of self-concept."

A substantial portion of the ninety-seven students who were enrolled in FOCUS during the first month of the 1973-74 school year had multiple-references. That is, they came into the project with school histories marked with two or more motivational, commitment, and/or success anomolies. As indicated in Figure 2, p. 11, student referrals to FOCUS for such reasons as "Does not work well in groups with peers, Does not find studies meaningful or relevant, Does not believe in self, and Has high academic potential but is not responding to instruction due to boredom, restlessness, rebellious behavior, etc." are all too common. Indeed, the frequency of such comments in relation to the past histories of FOCUS students mandates attitudinal and behavioral modification as a paramount target for the project.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

3. Describe activities for the attainment of the objective:

No specific activity or strategy can be identified as the exclusive vehicle through which students' attitudinal and behavioral improvement is attained in FOCUS: the entire project operation is, in effect, such an activity.

Perhaps the best way to address this section is to consider some of the aspects of FOCUS which differ from the regular school program.

Curriculum. The FOCUS curriculum is built, to as great an extent as possible, on student input. Rather than restrict students to a course of study which teachers decide "is best for them," FOCUS staff members actively solicit comments and suggestions from students as to what studies will best satisfy their interests, concerns, and needs. At any given time, between 60% and 70% of the instructional modules found on the FOCUS class "menu" are those which were requested or initiated by students. Having a major "say" in the curriculum creates in students a strong sense of proprietorship.

Scheduling. One common complaint of students in the regular program is that their classes are too long, both in "minutes per day," and "months per year." In order to combat the boredom which often results from year-long and semester classes, FOCUS operates on a schedule in which classes can be completely changed every

four weeks. Also, FOCUS classes are only 35-38 minutes in length instead of 48-52 minutes found in regular Madison classes. The "required" school day for FOCUS students is also noticeably shorter than that of other Madison students. FOCUS students start their first classes at 9:12 a.m. and are dismissed from their final instructional module at 2:17 p.m. Students in the regular program have a school day which extends from 8:20 a.m. to 3:10 p.m.

The result of this streamlined schedule is that students can apply all their energies over short periods of time and then move on to another set of classes before boredom sets in. Many FOCUS students have said that they can stay with some classes they don't particularly like because they know they can re-schedule after two or three weeks.

Evaluation. FOCUS approaches evaluation in a much different manner than most school programs. Primarily, the difference lies in the belief that evaluation is something a person does for himself to foster continuous growth, not an adjudicative process by which another determines one's degree of learning, success, goodness, etc. While all FOCUS classes are definitely goal-oriented, the goals pursued are predominantly those established cooperatively by students and teachers and no formal grades or report cards are ever used. Again, it is in allowing students a "piece of the action" that FOCUS makes major departure from most school programs, a departure which fosters "good vibes" and feelings of self-worth and confidence among students.

Student/Teacher Relationships. FOCUS teachers have frequently said that they have only one important quality which sets them apart

from most other teachers-- a rather high tolerance for "deviant" behavior. Frankly, the dramatic reduction of disciplinary referrals involving FOCUS students may be as much a matter of teacher tolerance as it is of sudden change in student behavior. It takes a lot to get FOCUS teachers "up tight" in class. This willingness to go along with students has a long-range payoff: unsupported in their efforts to gain attention and get the teacher's "goat," new FOCUS students most often stop trying and move on to more productive activities.

Student/teacher relationships in FOCUS are typically pressure-free. Everyone in the project is on a first name basis with everyone else and students like to point out to visitors that the project staff members are more like older brothers and sisters than teachers.

In summary, the relational processes in the project encourage students to assume direction of their own learning goals and activities.

Values Labs. One of the four main elements in the FOCUS instructional program involves a series of classes called Values Labs. The purpose of these sections of the curriculum is to provide an arena in which students can pursue, with skilled leadership, the questions and crises involved in identifying and modifying their own attitudes toward self and others. A great deal of time is spent in assisting students in clarifying their own feelings and values as well as the feelings and values of others in their environment--- peers, teachers, parents, neighbors, etc.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(a). Describe evaluation design:

Evaluation of this objective is by Comparison/Discrepency. Students who are rated 1,2, or 3 on an October Self-Regarding Attitudes scale rating are the target population. In April, the fourth and last ratings of these students are compared with October ratings. Resulting data are then viewed in terms of the objective. If 70% of the target population has shown a gain of at least one scale point in each of the self-regarding attitudes and behaviors contained on the rating instrument, the objective is considered accomplished.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(b). Describe the procedures used for evaluation:

1. Over a period of three years, project personnel have devised an instrument which they can systematically record student attitudes and behavior. This instrument is called the Self-Regarding Attitude rating scale. (See Appendix C.)

2. Staff members observe daily each student's behavior pertaining to criteria references on the Self-Regarding Attitudes rating scale.

3. Teacher ratings are recorded quarterly and sent to project evaluator.

4. First teacher ratings (early October) are used as the year's performance baseline.

5. Second and third ratings (December and February) are used to provide formative data on individual students and allow for "mid-course" corrections.

6. Fourth ratings (April) are compared with first ratings to determine degree of growth/improvement during the year.

7. If, by April, 70% of the students who had ratings of 1,2, or 3 in October have gained at least one scale point in each of the instrument's categories the objective is considered accomplished. (Only students who have been in continuous enrollment are included in final analysis and comparisons.)

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(c). Describe the activities:

Evidence to support the claim of goal accomplishment regarding the modification of student attitudes and behavior is inferential. The majority of FOCUS students were referred to FOCUS because of attitudinal and behavioral anomolies in previous school situations. (See Figure 2, p.11) Improvement in student attitudes and behavior, both individual and as a group, is accepted by the project staff as evidence of the effectiveness of the project "treatment." Additional inferences may be drawn from the many unsolicited supportive statements regarding FOCUS students' attitudes and behavior which have been received from a variety of sources---Madison teachers, parents, and other members of the community. (Samples of such supportive statements are presented in Section I-B2, "Reactions to FOCUS," PP.14-21.)

(Also see FOCUS Monograph #20, Affective Measurement.)

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(d). Describe sampling technique:

The complete statistical universe-- i.e., all FOCUS students who with October Self-Regarding Attitudes scale ratings of 1,2, or 3--- make up the sample.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(e). Describe procedure, give evidence of equivalency:

Not applicable

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(f). Identify and describe the instrument:

The evaluation instrument used in monitoring and evaluating changes in student attitudes and behaviors is a locally-developed, criteria-referenced instrument called the Self-Regarding Attitude Scale. This instrument, which is included in Appendix C, identifies degree variations within five attitude/behavior categories. Members of the FOCUS instructional team record data on all project students every nine weeks. Data from the first rating period (October) is compared with data from the fourth rating period (April) in order to determine changes in attitudes and behavior during the school year.

Time lapse between pre/post data collection is six month, with two interim ratings for the purposes of formative guidance. Judgemental validity (constructer, user, and face validity) is high and "inter-rater" reliability appears high. (Inter-rater reliability will be statistically determined during the summer.)

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(g). Give evidence of qualifications:

The Self-Regarding Attitudes rating scale (Appendix C) is administered four times a year by members of the FOCUS instructional team. Since the scale was developed by these same persons, they are very familiar with the instrument.

Information recorded on the rating scale reflects student behavior and attitude in FOCUS classes and out-of-school activities. Project teachers, since they have the opportunity to observe students on a day-to-day basis, are in the best position to make the type of judgements called for by the instrument. Rating sheets on each FOCUS student are sent directly from the teachers making evaluations to the project evaluator. The evaluator records, displays, and analyzes all scales and returns summary data to teachers for their use.

The project evaluator, Mr. Barry Reinstein, is a member of the Research and Evaluation Department of the Portland Public Schools. He is an experienced teacher, educational researcher, and program evaluator and is currently working on his doctorate in the area of educational research and evaluation.

In summary, all personnel involved in collecting and interpreting data for this objective are suitably qualified for their particular tasks.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

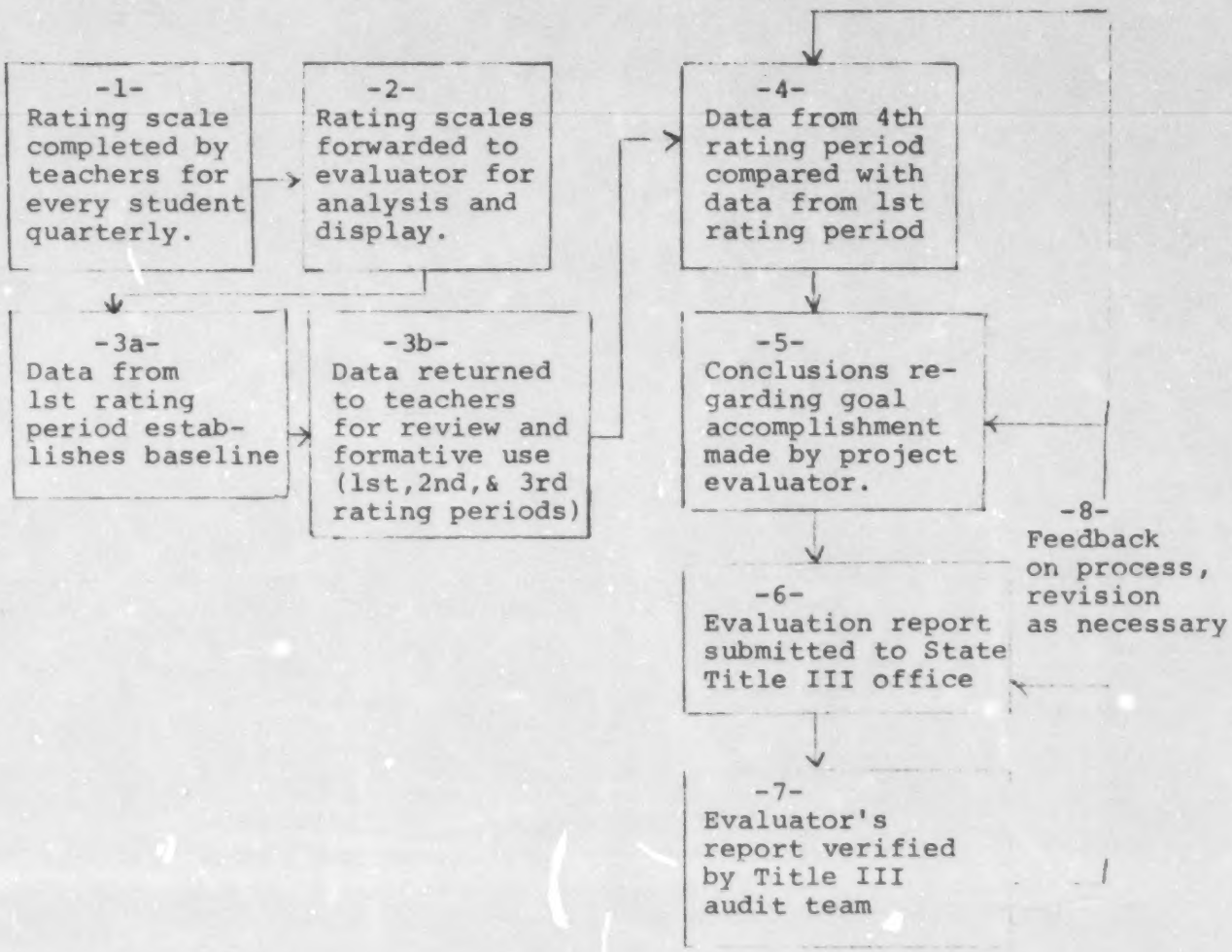
4(h). Describe the procedures:

1. Self-Regarding Attitudes rating scale administered by FOCUS instructional staff.

2. Instruments forwarded to project evaluator for collating, display, and analysis.

3. Evaluator compares individual student ratings for October and April and determines the degree of objective attainment.

4. Independent auditor on contract to the State Title III office reviews project evaluator's work and verifies conclusions regarding degree of objective accomplishment.


-1-
Rating scale completed by teachers for every student quarterly.
-2-
Rating scales forwarded to evaluator for analysis and display.
-4-
Data from 4th rating period compared with data from 1st rating period
-3a-
Data from 1st rating period establishes baseline
-3b-
Data returned to teachers for review and formative use (1st,2nd,& 3rd rating periods)
-5-
Conclusions regarding goal accomplishment made by project evaluator.
-8-
Feedback on process, revision as necessary
-6-
Evaluation report submitted to State Title III office
-7-
Evaluator's report verified by Title III audit team

PART II--Effectiveness/Success (cont.)

Objective No. Two

4(i). Describe the procedures:

	Project Staff Activities	Evaluator's Activities	Auditor's Activities
Data Collection	Observe students daily, record observations quarterly on Self-Regarding Attitudes rating scale.	Review rating forms, verify completeness	Spot check rating forms, verify completeness.
Data Reduction		Establish baseline data for all students on basis of October ratings	Spot check evaluator's procedure for accuracy
		Compare April ratings with October ratings	
Data Reporting		Feedback to project staff after 1st, 2nd, and 3rd ratings	Examination of reports for accurate and proper conclusions regarding degree of objective accomplishment.
		Interim report and final report based on analysis and comparison of October and April data.	File final audit report
Personnel	All FOCUS teachers	Barry J. Reinstein, Research and Evaluation Department, Portland Public Schools	Mark Green, Northwest Regional Educational Laboratory

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

5. Present evidence:

The following data were recorded following pre/post ratings for FOCUS students. (Fall/Spring.) (Criterion level for considering this goal accomplished was 60%.)

Behavior/ Attitude		Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
A	N ≤ 3 on pre-test	22	12	17	10	61
	N with positive change ≥ 1 point on post-test	21	9	12	8	50
	% with positive change ≥ 1 point on post-test	95.4	75	70.5	80	81.9
B	N ≤ 3 on pre-test	18	11	16	7	52
	N with positive change ≥ 1 point on post-test	16	5	11	5	37
	% with positive change ≥ 1 point on post-test	88.9	45.4	68.8	71.4	71.1
C	N = 3 on pre-test	19	10	13	9	51
	N with positive change = 1 point on post-test	15	6	10	5	36
	% with positive change = 1 point on post-test	78.9	60	76.9	55.5	70.5
D	N ≤ 3 on pre-test	19	10	12	10	51
	N with positive change ≥ 1 point on post-test	14	5	10	7	36
	% with positive change ≥ 1 point on post-test	73.7	50	83.3	70	70.6
	N ≤ 3 on pre-test	17	9	14	6	46
	N with positive change ≥ 1 point on post-test	16	8	13	6	43
	% with positive change ≥ 1 point on post-test	94.1	88.9	92.9	100	93.4

(See Appendix D for display of pre/post ratings for individual students.)

The Behavior/Attitude categories indicated above are defined as:

A. The student shows involvement in class and project activities.

B. The student works productively with both staff and other students in small groups.

C. The student shows ability to handle own feelings and other peoples' feelings in a manner not destructive to self or others.

D. The student deals constructively with feedback regarding his behavior from other students and staff members.

E. The student shows a commitment to the FOCUS project.

In summary, the criterion level for this objective required at least 60% of the target audience to make at least one scale point improvement between the first rating and final rating in each of the five categories included in the Self-Regarding Attitudes scale. Following are group results for each category:

Category	Goal	Outcome	Objective Met?
A	60%	81.9%	Yes
B	60%	71.1%	Yes
C	60%	70.5%	Yes
D	60%	70.6%	Yes
E	60%	93.4%	Yes

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

6. State the conclusions:

As indicated in the previous section, Objective 2-(5), the 60% level required for objective accomplishment was surpassed in each attitude/behavior category. Students entering the FOCUS project with a poor or weak self-image and corresponding relational and performance problems, have indeed improved their self-regarding behaviors and attitudes at least one level, i.e., to a distinct, observable degree.

It should be noted that the rating instrument was developed with respect to project goals in terms of desired student behavior and two years of observation of the range of actual student behavior.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Two

7. Present evidence:

The Self-Regarding Attitudes rating scale employed to measure "self-regarding" attitudes and behavior is a highly specialized rating scale. That is, each of the five points in each category represents distinctly discernible and observable differences in student performance. Thus, a one-point difference in rating represents a real, observable difference. It should be noted that the ratings staff members assign to students represent each student's typical attitude and behavior over an 8-week period. Thus, daily fluctuation in student behavior is taken into account.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

By the time of the final 1973-74 post-test, 70% of the FOCUS student population will demonstrate acceptable performance (minimum rating of 3) and 30% of the student population will demonstrate superior performance (rating of 4 or 5) on at least four of the five behaviors specified on the Self-Regarding Attitudes rating instrument*.

* Please refer to previous section, Objective 2, for general description of the Self-Regarding Attitudes rating scale. Also see copy of this instrument in Appendix C.

PART II--Effectiveness/Success (cont.)

Objective No. Three

2. Description of needs assessment and findings:

Analysis of student attitudes and behaviors during the first two operational years was conducted on a group basis. This procedure was revised following the second operational year for two reasons:

1. Teachers wanted detailed information regarding individual students for day-to-day formative purposes as well as for longitudinal summative data.

2. Group findings did not offer a completely accurate analysis of the project's impact in affective areas because they included data on students who were already functioning at satisfactory levels.

As indicated in the materials written for the previous objective (#2), there has been a clear-cut need for strong efforts directed toward modifying the attitudes and behaviors of some students. The intent of this objective is to identify the degree to which modification efforts should be pursued with any particular student. Thus, the FOCUS student population is divided into two groups-- those students with less than satisfactory "entry behaviors" and those with acceptable "entry behaviors." The objective is written in such a way as to establish different "success criteria" for each group. It is felt that project staff members and observers from other schools will be provided more accurate, useable information by this process of audience specification.

As in Objective #2, the instrument used to establish baseline and terminal conditions is the locally-developed Self-Regarding Attitudes rating scale. (See Appendix C for copy of this instrument.)

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

3. Describe activities for the attainment of the objective:

Please refer to the description of activities for Objective #2, p.57. Strategies for achieving Objective #2 and #3 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(a). Describe evaluation design:

Evaluation of this objective is by discrepancy. Final student Self-Regarding Attitudes scale ratings are analyzed following the April collection of data. The objective is considered accomplished if:

1. 70% of all project students have achieved a rating of at least 3 in four of the five attitude/behavior categories of the scale.

2. 30% of all project students have achieved a rating of 4 or 5 in four of the five attitude/behavior categories of the scale.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(b). Describe the procedures used for evaluation:

Please refer to previous section, Objective #2-4(b) p. 61.

Evaluation procedures for Objectives #2 and #3 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(c). Describe the activities:

Please refer to previous section, Objective #2-4(c), p.62.

Supporting evidence for Objectives #2 and #3 is identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(d). Describe sampling technique:

The complete statistical universe-- i.e., all FOCUS students--make up the sample.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(e). Describe procedure, give evidence of equivalency:

Not applicable.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(f). Identify and describe the instrument:

Please refer to the previous section, Objective #2 - 4(f), p.65.
Instrumentation for Objectives #2 and #3 is identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(g). Give evidence of qualifications:

Please refer to previous section, Objective #2-4(g), p.66.
The same personnel are involved in data collection and analysis for Objectives #2 and #3.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(h). Describe the procedures:

Please refer to previous section, Objective #2 - 4(h), p. 67.

Verification procedures for Objectives #2 and #3 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

4(i). Describe the procedures:

Please refer to previous section, Objective #2 - 4(i), p. 68. Data analysis and interpretation procedures for Objectives #2 and #3 are identical.

PART II--Effectiveness/Success (cont.)

Objective No. Three

5. Present evidence of Objective Attainment:

The following data were recorded following pre/post ratings for FOCUS students. (Fall/Spring) Criterion levels for considering this objective attained were 70% of students with ratings of 3,4, or 5, and 30% of students with ratings of 4 or 5, in least four rating categories.

	Attitudes / Behaviors*									
	A		B		C		D		E	
	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.	Fall	Spr.
Total Number of students rated	94	77	93	77	94	77	94	77	94	77
No. of students with ratings ≥4	18	50	25	49	27	52	29	51	32	68
No. of students with ratings of 3	45	26	42	26	53	23	46	24	35	9
% of students with ratings ≥ 4	19	64.9	27	63.6	29	67.5	31	66.2	34	88.3
% of students with rating of 3	48	20.7	45	33.8	56	29.9	49	31.2	37	11.7
% of students with ratings ≥ 3	67	98.7	72	97.4	85	97.4	80	97.4	71	100

* A. The student shows involvement in class and project activities.
B. The student works productively with both staff and other students in small groups.
C. The student shows ability to handle own feelings and other peoples' feelings in a manner not destructive to self or others.
D. The student deals effectively with feedback regarding his behavior from other students and staff members.
E. The student shows a commitment to the FOCUS project.

(See Appendix D for display of pre/post ratings for individual students.)

PART II--Effectiveness/Success (cont.)

Objective No. Three

6. State the conclusions:

The goal was very definitely reached! As indicated in the preceding section, Objective 3-(5), an overwhelming majority of FOCUS students achieved ratings of 3,4, or 5 on the final Self-Regarding Attitudes rating scale.

Behavior	Number	Percentage Rated 3,4,or 5	(Goal)
A	76	98.7%	(70%)
B	75	97.4%	(70%)
C	75	97.4%	(70%)
D	75	97.4%	(70%)
E	77	100 %	(70%)

Similarly, the number of students achieving final ratings of 4 or 5 far surpassed the level established for "superior" behavior and attitude.

Behavior	Number	Percentage Rated 4 or 5	(Goal)
A	50	64.9%	(30%)
B	49	63.6%	(30%)
C	52	67.5%	(30%)
D	51	66.2%	(30%)
E	68	88.3%	(30%)

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Three

7. Present evidence:

FOCUS students, characteristically disenchanted and indifferent upon entry into the project, now demonstrate involvement, commitment, and competence in various areas of behavior and attitude, presumably because of their experience in FOCUS.

For validity and reliability of this instrument in measuring student attitude and behavior, see discussion of data collection in previous sections, Objective #2-(4)(f), p.65 and Objective 2-(7), p. 72.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

At the time of the final 1973-74 post-test, at least 60% of the FOCUS students who had pre-test scores worse than one standard deviation below the norm on any of the sub-tests (reading, composition, math) of the T.A.P. will demonstrate improvement of at least five standard score points.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

2. Description of needs assessment and findings:

Part of the FOCUS evaluation program involves the pre/post administrations of the Test of Academic Progress's sub-sections for reading, composition, and mathematics. The intent of the T.A.P. testing is to identify two target audiences within the FOCUS population: 1) students who have scores falling below 40 (one standard deviation under the test mean), and 2) students who have scores falling between 40 and 45 (one-half to one standard deviation under the test mean). This objective addresses the academic improvement of the first group, those students with severely "sub-standard" achievement scores.

Analysis of fall pre-test data identified the number and percent of FOCUS students whose basic skill performance was at this inadequate level. (Table 1, below.)

Grade Level	Sub-test*	Number of Students	No. of Students With Scores ≤39	% of Students With Scores ≤39
9	R	29	21	72
	C	29	15	52
	M	29	18	62
10	R	20	13	65
	C	20	13	65
	M	20	8	40
11	R	10	3	30
	C	10	4	40
	M	10	2	20
12	R	15	12	80
	C	15	11	73
	M	15	11	73

Table 1. Students' Status in Basic Skills Achievement, Lowest Group,'73-74

* Sub-test sections: R= reading, C= composition, and M= mathematics

Analysis of Table 1 reveals that the majority of FOCUS students are severely deficient in the area of basic skill achievement. The possible exception would be the achievement level of tenth and eleventh graders in the area of math. Twelfth graders, especially, are facing serious basic skill problems, with more than 70% of them scoring one standard deviation or more below the mean in all three sub-sections of the test.

Please refer, also, to Figure 2, p.11, for a display of data concerning the "entry behaviors" of FOCUS students.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

3. Describe activities for the attainment of the objective:

As an educational enterprise, the FOCUS project must assume responsibility of the cognitive development of its students. This responsibility is addressed through the project's instructional program. A complete description of this instructional program is given in the FOCUS Program Operational Handbook, pp. 23 ff., and FOCUS Monographs #2 FOCUS Curriculum Model, #13 FOCUS Curriculum Summary, and #3 Utilizing Community Resources.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(a). Describe evaluation design:

Evaluation of this objective is by Comparison/Discrepency. Students are given the Test of Academic Progress. All students who have severe basic skill problems (one standard deviation or more below the test mean) are identified and become the target audience for this objective. At the end of the year, the pre-test scores for these students are compared with spring post-test scores. Resulting data are then viewed in terms of the objective. If 60% of the target audience shows at least a 5 standard score* improvement, the objective is considered accomplished.

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* = Test publishers indicate a change of 2.5 standard score points as being statistically significant. Thus, an improvement of 5 standard score points between pre and post-tests can be said to indicate that the FOCUS project has had significant impact on a student's cognitive development.

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(b). Describe procedures used for evaluation.

1. Pre-test administered under direction of project director.
2. Answer sheets forwarded to testing department, Portland Public Schools for scoring.
3. Raw scores converted to standard scores and forwarded to project evaluator.
4. Baseline data recorded and displayed by project evaluator.
   a. identify target audience for objective.
   b. set up comparison model for summative evaluation.
   c. distribute to teachers as formative guide.
5. Post-test administered under direction of project director.
6. Answer sheets forwarded to testing department for scoring.
7. Raw scores converted to standard scores, forwarded to project evaluator,
8. Data recorded and compared with pre-test data.
9. Project evaluator determines degree of objective attainment.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(c). Describe the activities:

Evidence to support claims that project activities impact on student academic development is inferential. Since project classes provide the overwhelming majority of any student's educational exposures during the school year, it is assumed that any significant improvement can be credited to the instructional program and general "treatment" provided through the project. Please refer, also, to Part II-B "Reactions to FOCUS - Case #4" for additional comments regarding the efficiency of the FOCUS program's academic thrust.

As mentioned in Objective 4-4(a), the evaluation goal of a 5 standard score point gain is based on the fact that a 2.5 standard score point gain is statistically significant. While it would be impossible to state that any gains could be exclusively attributable to the project, it seems reasonable to assume that a 5 standard score point improvement, twice the "significant change level," might be credited to program activities.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(d). Describe sampling technique:

The complete statistical universe-- i.e., all students with T.A.P. pre-test scores one or more standard deviation below the mean -- make up the sample.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(e). Describe procedure, give evidence of equivalency:

Not applicable.

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(f). Identify and describe the instrument:

The instrument used to monitor student achievement in reading, composition, and mathematics is the Test of Academic Progress (Form S). This test is authored by Dale S. Scannel, University of Kansas, and is published by the Houghton Mifflin Company, Boston. The T.A.P. is used throughout the Portland district's secondary schools. The test has a mean of 50 and a standard deviation of 10. Only three sections of the T.A.P. are used-- reading, composition, and math. The social studies, science, and literature sub-tests are not used, either in FOCUS or in other Portland high schools.

Validity. To determine validity, the T.A.P. (Composite) was compared with the Cognitive Activities Test, verbal, quantitative, and non-verbal. The following intercorrelations have been published by Houghton Mifflin.

	Gr.9	Gr.10	Gr.11	Gr.12
C.A.T. Verbal/T.A.P. Composite	.85	.85	.81	.86
C.A.T. Quantitative/T.A.P. Composite	.78	.78	.73	.79
C.A.T. Non-Verbal/T.A.P. Composite	.70	.69	.64	.70
n =	1690	1503	1268	1113

Table 3. Validity Coefficients, Intercorrelations of T.A.P. and C.A.T. Tests

Reliability and Standard Deviation. The publishers have announced the following reliability coefficients and standard deviations regarding the intercorrelations of T.A.P. standard scores.

Sub-test	Gr. 9 Rel.	Gr. 9 S.D.	Gr. 10 Rel.	Gr. 10 S.D.	Gr. 11 Rel.	Gr. 11 S.D.	Gr. 12 Rel.	Gr. 12 S.D.
Reading	.92	11.33	.94	12.53	.93	12.85	.93	12.15
Composition	.91	11.29	.91	11.42	.92	11.64	.91	11.33
Mathematics	.86	7.85	.89	8.84	.91	9.94	.93	10.65

Table 4. Standard Deviations and Reliability Coefficients Showing Intercorrelations Among T.A.P. Sub-Tests

Split-half reliability data are quite high, with correlations ranging from .86 to .93 across grades 9-12.

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(g). Give evidence of qualifications:

T.A.P. testing in FOCUS is carried out under the direction of the project director. The director has had advanced training in the administration and interpretation of both group and individual tests and successfully completed the design, administration, and interpretation of several tests as part of his doctoral dissertation.

The scoring of the student answer sheets is carried out by the testing staff of the Portland district's Child Services Division. All personnel employed by this department have been completely screened for appropriate training and background.

Display, analysis, and interpretation of the test data are functions of the project evaluator, Mr. Barry Reinstein. He is a research and evaluation specialist on the staff of the Research and Evaluation Division, Portland Public Schools. He has had extensive experience in the area of testing and measurements and is currently completing work on a doctorate in educational research and evaluation.

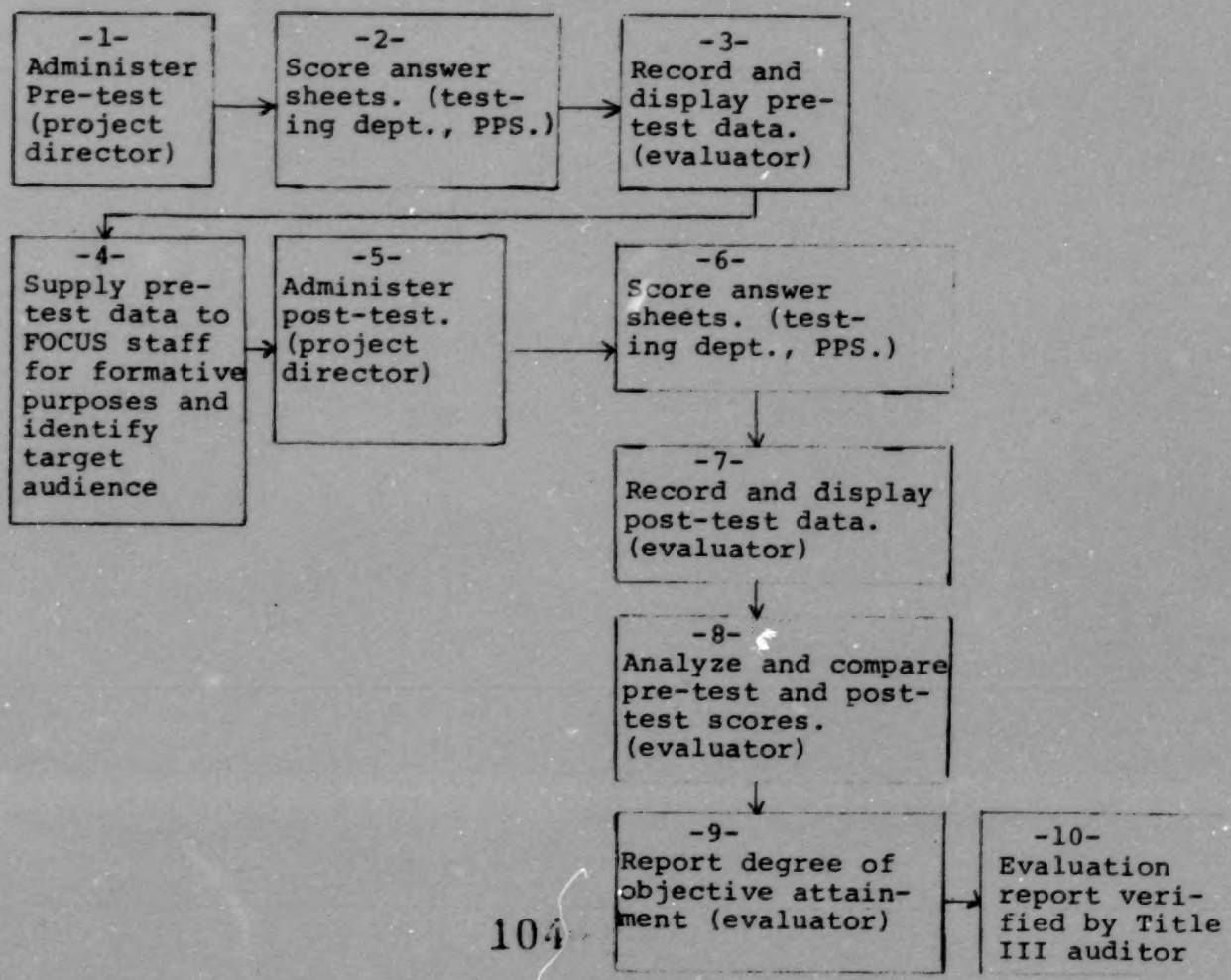
Final audit of the project evaluation and subsequent reports is conducted by staff members of the Northwest Regional Educational Laboratory, an agency known nationally for professional excellence. The audit is carried out under a separate contract let by the Oregon Title III administration.

In summary, all personnel involved in data collection and interpretation are suitably qualified for their assigned tasks.

PART II--Effectiveness/Success (cont.)

4(h). Describe the procedures:

1. Administer pre-test early in school year.
2. Score answer sheets, record and display data.
3. Identify target audience.
4. Supply teaching staff with data for formative purposes.
5. Administer post-test in late spring.
6. Score answer sheets, record and display data.
7. Compare pre-test and post-test data.


-1- Administer Pre-test (project director)
-2- Score answer sheets. (testing dept., PPS.)
-3- Record and display pre-test data. (evaluator)
-4- Supply pre-test data to FOCUS staff for formative purposes and identify target audience
-5- Administer post-test. (project director)
-6- Score answer sheets. (testing dept., PPS.)
-7- Record and display post-test data. (evaluator)
-8- Analyze and compare pre-test and post-test scores. (evaluator)
-9- Report degree of objective attainment (evaluator)
-10- Evaluation report verified by Title III auditor

PART II--Effectiveness/Success (cont.)

Objective No. Four

4(i). Describe the procedures:

	Director's Activities	Evaluator's Activities	Auditor's Activities
Data Collection	Supervise administration of T.A.P. testing, fall and spring. Forward test sheets to Testing Department, PPS, for scoring.	Review test roster to verify completeness of student participation in testing. Identify target group of objective.	Spot check answer sheets, verify accuracy of scoring.
Data Reduction		Display pre-test scores. Display post-test scores. Compare scores for each student.	Spot check evaluator's analysis and procedures
Data Reporting	Include evaluators's findings in final operational report	Interim report and final report based on analysis of data and comparisons of pre-test and post-test scores.	Examination of reports for accurate and proper conclusions regarding degree of objective attainment.
Personnel	Project Director, Dr. Ralph Nelsen	Project Evaluator, Mr. Barry Reinstein, Research and Evaluation Division, PPS	Dr. Mark Green, Northwest Regional Educational Laboratory

PART II -- Effectiveness/Success (cont.)

Objective No. Four

5. Present Evidence of Goal Attainment:

The following data were recorded following the pre/post testing of FOCUS students. Criterion level for considering this goal was 60% of students who scored less than 40 standard score points on the pre-test making at least a five standard score gain on the post-test.

Grade	Sub-test*	No. of students with pre-test scores = 39	No. of students with 5 or more standard score gain on post-test	% of students with 5 or more standard score gain on post-test
9	R	16	7	43.8
	C	11	8	81.8
	M	15	9	60
10	R	8	7	87.5
	C	9	7	77.7
	M	6	5	83.3
11	R	16	11	68.8
	C	16	11	68.8
	M	7	5	71.4
12	R	9	5	55.5
	C	10	2	20.0
	M	9	8	88.8
Totals	R	49	30	61.22 (goal met)
	C	46	28	60.87 (goal met)
	M	37	23	62.16 (goal met)

* - Sub-test areas: R=Reading, C=Composition, and M=Math

(See Appendix D for display of pre/post-test scores for individual students.)

Application
for Validation

PART II -- Effectiveness/Success (cont.)

Objective No. Four

6. State the conclusions:

The goal of helping students with "severe" basic skill deficiencies was clearly met. Of 49 students who had pre-test reading scores one standard deviation or more below the test mean, 30 (61.22%) demonstrated a gain of at least five standard score points. Similarly, of the 46 students with pre-test composition scores one standard deviation or more below the mean, 28 (60.87%) demonstrated a gain of at least five standard score points. In math, 37 students had pre-test scores one standard deviation or more below the mean and 23 (62.16%) showed an increase of at least five standard score points.

It should again be noted that FOCUS is not a program primarily concerned with the improvement of students' basic skills. (Such endeavors might better be the task of a full-time basic skills program.) However, the above findings do indicate that as a by-product of the program's affective emphasis, students do, in fact, improve in basic skill areas.

Application
for Validation

PART II - Effectiveness/Success (cont.)

Objective No. Four

7. Present Evidence:

The significance of the reported improvement in reading, composition, and math is based on the estimated standard error of measurement of the instrument used in the testing program. (Test of Academic Progress.) Based on previous empirical studies in the Portland school district, it has been found that 2.5 standard score points represent a reliable estimate of the standard error of measurement. Thus, an improvement of 2.5 standard score points or more represents real (statistically significant) change in performance. Specifically, a change of 2.5 standard score points is significant at the .32 level, and a change of 5 standard score points is significant at the .05 level.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

At the time of the final 1973-74 post-test, at least 60% of the FOCUS students who had pre-test scores between one-half and one standard deviation below the norm on any sub-test (reading, composition, math) of the T.A.P. will demonstrate improvement of at least 2.5 standard score points.

PART II--Effectiveness/Success (cont.)

Objective No. Five

2. Description of needs assessment and findings:

Part of the FOCUS evaluation program involves the pre/post administrations of the Test of Academic Progress's sub-sections for reading, composition, and mathematics. The intent of the T.A.P. testing is to identify two target audiences within the FOCUS student population: 1) students who have scores falling below 40 (one standard deviation under the test mean), and 2) students who have scores falling between 40 and 45 (one-half and one standard deviation under the test mean). This objective addresses the academic improvement of the second group, those students with mildly sub-standard achievement scores.

Analysis of fall pre-test data identified the number and percent of FOCUS students whose basic skill performance was at this mildly sub-standard level. (Table 5 below.)

Grade Level	Sub-test*	Number of Students	No. of Students With Scores Between 40-45	% of Students With Scores Between 40-4
	R	29	4	14
9	C	29	8	28
	M	29	5	17
	R	20	1	5
10	C	20	1	5
	M	20	7	35
	R	10	1	10
11	C	10	0	0
	M	10	6	60
	R	15	3	20
12	C	15	4	27
	M	15	3	20

Table 5. Students' Status in Basic Skills Achievement, Middle Group, '73-74

PART II--Effectiveness/Success (cont.)

Objective No. Five

3. Describe activities for the attainment of the objective:

Please refer to previous section, Objective 4 (3), p. 91 for discussion of this material. Activities for Objectives #4 and #5 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(a). Describe evaluation design:

Please refer to previous section, Objective 4-(4)(a), p. 92. Evaluation design for Objectives #4 and #5 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(b). Describe the procedures used for evaluation:

Please refer to previous section, Objective 4-(4)(b), p. 93. Evaluation procedures for Objectives #4 and #5 are identical.

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(c). Describe the activities:

Please refer to previous section, Objective 4-(4)(c), p.94. Supporting evidence for Objectives #4 and #5 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(d). Describe sampling technique:

The complete statistical universe-- i.e., all students with T.A.P. pre-test scores between one-half and one standard deviation below the test mean-- make up the sample.

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(e). Describe procedure, give evidence of equivalency:

Not applicable.

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(f). Identify and describe the instrument:

Please refer to the previous section, Objective 4-(4)(f), p. 97. Instrumentation for Objectives #4 and #5 is identical.

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(g). Give evidence of qualifications:

Please refer to previous section, Objective 4-(4)(g), p. 99. Qualifications of personnel involved gathering and interpreting data for Objectives #4 and #5 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(h). Describe the procedures:

Please refer to previous section, Objective 4-(4)(h), p.100. Procedures for Objective #4 and #5 are identical.

Application
for Validation

PART II--Effectiveness/Success (cont.)

Objective No. Five

4(i). Describe the procedures:

Please refer to previous section, Objective 4-(4)(i), p. 101. Data analysis procedures for Objectives #4 and #5 are identical.

Application
for Validation

PART II -- Effectiveness/Success (cont.)

Objective No. Five

5. Present Evidence of Goal Attainment:

The following data were recorded following the pre-post testing of FOCUS students. Criterion level for considering this goal attained was 60% of students who had pre-test scores between 40 and 45 standard score points making at least a 2.5 standard score gain on the post-test.

Grade	Sub-test*	No. of students with pre-test scores between 40 and 45	No. of students with 2.5 or more standard score gain on post-test	% of students with 2.5 or more standard score gain on post-test
9	R	4	3	75.0
	C	7	6	85.7
	M	3	2	66.7
10	R	1	1	100
	C	1	1	100
	M	4	3	75.0
11	R	2	2	100
	C	5	1	20
	M	10	3	33.3
12	R	3	2	100
	C	3	2	66.7
	M	3	2	66.7
Totals	R	10	8	80.0 (goal met)
	C	16	10	62.50 (goal met)
	M	20	10	50.0 (not met)

* - Sub-test areas: R=Reading, C=Composition, and M= Math.

(See Appendix D for display of pre/post-test scores for individual students.)

PART II -- Effectiveness/Success

Objective No. Five

6. State the Conclusions:

The goal of helping students with "mild" skill deficiencies in reading and mathematics was met. Of the 10 students who scored between one-half and one standard deviation below the mean on the reading pre-test, 8 (80.0%) demonstrated improvement of at least 2.5 standard score points on the post-test. Similarly, of the 16 students who scored between one-half and one standard deviation below the mean on the composition pre-test, 10 (62.5%) demonstrated improvement of at least 2.5 standard score points on the post-test.

The goal of helping students with "mild" mathematics deficiencies was not met. Of the 20 students who scored between one-half and one standard deviation below the mean on the composition pre-test, only 10 (50.0%) were able to demonstrate improvement of 2.5 or more standard score points on the post-test. It should be noted, however, that only two more students achieving a 2.5 improvement would have resulted in this goal being accomplished at the 60.0% level. Furthermore, many students failing to meet the 2.5 standard score criterion would have done so be answering only one additional test item correctly.

The conclusion is that FOCUS has had a significant impact on the development and improvement of students' basic skill competencies even though, as pointed out in other sections of this document, cognitive growth is not the primary goal of the project. There is no evidence to contradict the project claim that students do not suffer academically because of their participation in the FOCUS program, but do, on the contrary, accomplish reasonable and measurable academic gains.

Application
for Validation

PART II -- Effectiveness/Success (cont.)

Objective No. Five

7. Present Evidence:

Please refer to previous section, Objective #4 (7), p. 104. Evidence of significance for Objectives #4 and #5 is identical.

1973-74 Budget Breakdown

ITEM	Total Costs ESEA III	Total Costs LOCAL	Developmental Costs ESEA III	Developmental Costs LOCAL	Operational Costs ESEA III	Operational Costs LOCAL
100 - Administration						
School district overhead	$ 1,950				$ 1,950	
200 - Instruction						
.1 Project Director (10 mo.)	11,500	14,500	1,500	14,500		
.2 Counselor (10mo.)		12,000				12,000
.3 Teachers (5 FTE 10 mo.)	17,600	27,000			17,600	27,000
.4 Evaluator (.2 FTE 10 mo.)	3,500		3,500			
.5 Secretary (10 mo.)	7,200		5,000		2,200	
.6 Extra Preparation Time	3,600		1,600		2,000	
.7 Summer Staff Training	2,700		2,700			
.8 Local Mileage Reim.	450		450			
.9 Out-of-Town travel	880		480		400	
.10 Consultant fees	2,175		1,200 (Staff Devel.)		975 (in-service)	
.11 Consultant travel & per diem expenses	800		400		400	
.12 Testing services		200		200		
.13 Dissemination activity	1,150		1,150 (Print., Duplic.)			
.14 Non-consumable supplies	1,300				1,300	
.15 Consumable supplies	1,000				1,000	
.16 Off-campus facilities and student train.	1,200				1,200	
.17 Field trip trans.	1,595				1,595	
.18 Add'n Secretary time	350	100	350			100
.19 Telephone	400	150	400	50		100
.20 Postage	300		150		150	
.21 Office supplies	200	1,042	200			1,042
400-Health Services		500				500
600-Operation of Plant		4,000				4,000
800-Fixed Charges	4,700	6,968	3,744	1,898	956	5,070
1278-Capital Outlay	500				500	
	$55,050	$66,460	$22,824	16,648	32,226	49,812
	$121,510		$39,472		$82,038	
				$121,510		

PART III -- Cost Information (cont.)

1. Total expenditures for the FOCUS project during the 1973-74 school year were $121,510. The grant period extended from July 1, 1973 to June 30, 1974.

Estimated Start-up Costs for Schools Adopting the FOCUS Model

	Total Costs		Developmental Costs		Operational Costs	
ITEM	ESEA III	LOCAL	ESEA III	LOCAL	ESEA III	LOCAL
200 - Instruction						
.1 5 teachers, est. $10,000 ea, 10 mo.		$50,000				$50,000
.2 Team leader, .5 FTE, 10 mo.		5,000				5,000
.3 Extra Preparation time, staff		1,200		600		600
.4 Student teaching program-selection and coordination		250				250
.5 Regional travel, workshops and conferences		425		425		
.6 Consultant service						
-Staff training		250				250
-Program Develop.		250		250		
-Travel & per diem		300		150		150
.7 Non-consumables (materials & supplies)		1,000				1,000
.8 Consumables (materials & supplies)		1,000				1,000
.9 Off-campus resources and student training		1,000				1,000
.10 Summer Workshop						
-teacher stipends, 5 x 10 da. x $40		2,000		2,000		
-team leader stipend, 15 da.x$40		600		600		
.11 Academic year in-service		400				400
500-Pupil Transportation		750				750
800-Fixed Charges		8,230				8,230
Totals		$72,655		$4,025		$68,630

Application
for Validation

PART III -- Costs Information (cont.)

2. Per-Learner Operational Cost Per Month

Let X = per-learner operational cost per month.
A = total operational costs
B = number of participants
C = number of months in grant period

The FOCUS project served 100 students during the twelve month period, July 1, 1973 to June 30, 1974. Total operational costs, including teacher training during six summer weeks were $82,038.

$$X = \frac{\left(\frac{A}{B}\right)}{C} = \frac{\left(\frac{\$82,038}{100}\right)}{12} = \frac{820}{12} = \$68.33$$

Application
for Validation

PART III -- Cost Information (cont.)

3. Estimated Average Total Number of Hours Per Learner

A. Total Number of Learner Hours.

1). Students: 180 days x 5 hours a day = 900 hours per student. One hundred students x 900 hours per student = 90,000 total hours for students.

2). Teachers and Staff: 30 days summer workshop per teacher x 6 hours per day = 180 hours per person. Seven teachers and staff members x 180 hours each = 1,260 total summer workshop hours.

B. Average Total Number of Hours Per Learner.

Let X = Average Total Number of Hours Per Learner
TLH = Total Number of Learner Hours
TNL = Total Number of Learners

$$X = \frac{TLH}{TNL} = \frac{91,260}{107} = 852.9$$

PART III -- Cost Information (cont.)

4. Estimated Start-up Costs for Project Replication

	Item Costs	Sub-Totals
A. Staff Development.		
Summer Workshop, 2 weeks.		
-Teacher stipends, 5 teachers x $40 da. x 10 da.	$2,000	
-Team Leader stipend, 15 da. x $40 da.	600	
Academic Year In-Service		
-Consultants for staff development, 2da.@$125	250	
-Consultants for program development, 2da.@$125	250	
-Teacher time, est. 5½ da. ea. @$40 da. x 5 persons	1,100	
-Team leader time, est. 12½ da. @$40	500	($4,700)
B. Materials.		
Textbooks, films, learning kits, non-consumables	1,000	
Consumable supplies (audio-visual, paper, paint, etc.)	1,000	($2,000)
C. Facilities.		
Off-campus facilities (recreational fees, admissions, job training costs, etc.)	1,000	
Existing campus facilities, estimated at 1 classroom per 20 students plus teacher work/office space, should be adequate and cost nothing.		($1,000)
D. Contracted Services.		
Evaluation services are recommended strongly but not budgeted since this is viewed as a service to be decided upon locally.		($0)
E. Equipment.		
Project can operate on a minimal basis utilizing only equipment commonly found in urban secondary schools.		($0)

F. Travel.

Staff participation in various local and regional professional workshops and conferences	425	
Selection and coordination of student teacher program - campus visitations and interviews	250	
Consultant travel and per diem expenses	300	
Field trip transportation for students, est. 1,000 mi. @ $.75 per mi.	750	

G. Other.

Teacher Salaries (5 FTE calculated @ 1 FTE per 20 students, est.$10,000 190da. salary)	$50,000	
Team Leader (.5 FTE, est. @$5,000 190 da. salary)	5,000	
Fixed costs of employee benefits, calc.@13%	8,230	($63,230)

H. Total Estimated Start-up Costs $72,655

I. Number of Learners.

The budget projections above were made on the basis of 100 participating students, served by 5.5 professional staff.

J. Basis for Projected Budget.

The start-up costs indicated above are based on the actual budget submitted by the FOCUS project when requesting complete local support for the 1974-75. It should be noted that costs are approximate and, further, determined in relation to conditions which currently obtained in the metropolitan (Portland) area during the 1973-74 school year.

Application
for Validation

PART III -- Cost Information (cont.)

5. Estimated Per-learner Start-up Costs

$ 726.55: per-learner start-up cost, not including indirect costs of such items as:

local school administration
custodian services
heat, power, light
plant maintenance
cafeteria services
depreciation of plant
insurance
inter-scholastic athletics
etcetera

Application
for Validation

PART IV -- Exportability

1. Description and documentation of the needs for FOCUS in the school district.

Conditions noted in the "Statement of Needs" section of the original FOCUS proposal were accepted by school, district, and state officials as accurate and responsible. Additional statements have been made previously in this application. (Part IB, Project Description, 1. "Context" and 2. "General Explanation," pp. 2 ff.)

Application
for Validation

PART IV -- Exportability (cont.)

2. Will the project be continued with State or local funds? (Other than ESEA Title III)

YES X NO

At the time of this writing, the Madison High School administration has made a commitment to continue the FOCUS project following the termination of federal support in June. Teachers have already been assigned to FOCUS on a priority basis for 1974-75 and 87 students have been accepted and forecast for participation in the project. Additionally, several other Portland-area schools have indicated their plans to use the 1974-75 school year to complete planning for project replication in 1975-76.

School officials have always indicated their willingness to continue the successful and validated portions of the project after outside funding ceased. The staff is extremely pleased to know that the entire program will be continued and supported by funds from the school district's general fund.

Application
for Validation

PART IV -- Exportability (cont.)

3. If the project is validated, is the Board of Education willing to operate the project as a demonstration site (i.e., accept the role as a producer school. See definition.)

YES X NO

The Portland schools have encouraged the FOCUS project in its efforts to extend the program to other schools in the area. As indicated in a previous section, several schools have expressed their interest in becoming validation sites, beginning in the 1975-76 school year. Please refer to letter of agreement written by Dr. Robert Blanchard, Superintendent of Schools, which appears on the next page.

PORTLAND PUBLIC SCHOOLS
631 Northeast Clackamas Street, Portland, Oregon 97208
Phone (503) 234-4951
OFFICE OF THE SUPERINTENDENT

CERTIFICATION BY SCHOOL SUPERINTENDENT

NAME OF PROJECT FOCUS

SCHOOL DISTRICT School District No. 1, Multnomah County

ADDRESS 631 N.E. Clackamas Street, Portland, Oregon 97208

I hereby certify that the above cited project, which is under my administration, will, if validated, and if federal state or other funds are available, serve as a state or national demonstration site for a period of at least one calendar year from the date of notification of such selection.

SUPERINTENDENT

April 19, 1974

DATE

Application
for Validation

PART IV -- Exportability (cont.)

4. Provide in the space below a detailed description of the target population (e.g., age, ethnic composition, income level, teacher experience, family, urban/rural).

Please refer to Part I-B, Project Description, 2. "General Explanation, Student Population," pp.10 ff, and also to FOCUS Monographs #1 and #12, Student Selection in FOCUS and Procedures for Admitting and Releasing Students.

Application
for Validation

PART IV -- Exportability (cont.)

5. Describe the nature of the institutional variables (e.g., the school administration teaching staff, physical facilities) which are critical to the success of the project.

Please refer to the FOCUS Program Operational Handbook for information on specific variables.

Application
for Validation

PART IV -- Exportability (cont.)

6. Describe any community and home variables critical to the success of the project (e.g., the necessity for parental and community involvement, etc.).

Please refer to the FOCUS Program Operational Handbook for information and specific variables.

Application
for Validation

PART IV -- Exportability (cont.)

7. Describe clearly and precisely the activities critical to the success of the project.

Please refer to "DOs and DON'Ts," FOCUS Program Operational Handbook, p. 124 ff., for statement of critical "survival" activities.

The project has developed a rather complete series of monographs which describe the FOCUS and its various components. Additionally, there is a comprehensive Program Operational Handbook available for adopter use as well as two multi-media productions. These materials are all designed to serve as guides for districts and schools considering replication of FOCUS or any of its major elements.

PART IV -- Exportability (cont.)

8. List essential materials (software) used by students, teachers, and others and the source and cost of items. Describe the availability of the materials.

The FOCUS project is, generally, quite like any other secondary school program in the materials it requires for day-to-day operation. It might be said, however, that the project does use fewer books and "non-consumable" materials and more consumables such as film, film processing mailers, flash cubes, art and craft materials, and ditto sheets than might be the case with many traditional programs. All materials utilized in the FOCUS project are available either through the school district's supply warehouse or from local specialty suppliers. The project, in short, does not depend upon "exotic" materials and supplies in its daily operations.

While not technically classified as a "software" expense, the project does spend an uncommon amount of the funds available to it in support of out-of-school activities. The FOCUS budget for field trip transportation, admission fees, recreational facilities, etc. is the envy of the school. On the other hand, the total sums spent per 100 student are not in great excess of those spent per 100 students in the regular school program. FOCUS, generally speaking, has the same resources as other school programs but elects to allocate them differently.

As stated previously, exact definition or explanation on this point is impossible since what materials, software and other, are used in the project are decided upon by the individual teachers and students conducting the project's daily activities. Teachers and students in other schools will certainly make choices determined by their goals, activities, and needs.

PART IV -- Exportability (cont.)

9. Describe the types, numbers and qualifications of personnel required to operate the project successfully.

Teachers

It is recommended that a program based on the FOCUS model provide one teacher for each twenty students enrolled. Teachers should, of course, meet state certification requirements. FOCUS staff members, as has been stated previously, are selected as much for their "outside" interests and abilities as for their formal schooling and academic specialties. In general, teachers assigned to a FOCUS-type program should be inclined toward the "humanistic" philosophy and have sound interpersonal skills.

Team Leader

A critical need for any project built on the FOCUS model is for internal direction. At the minimum, .5 FTE should be allocated for in-house leadership-- more if at all possible. While the title for this function may vary locally (chairman, team leader, coordinator, director), the present FOCUS team is in agreement with the Oregon State Advisory Council visitation team which specified "at least half-time leadership" as an imperative for any validation effort in another school. This person will be half-time as project coordinator and half-time in the classroom, probably, and should have skills which qualify him as an instructional leader and as an efficient administrator. The following FTE resources are considered vital:

Number of Student	Teacher FTE	Leader FTE
25-40	2	.5
40-60	3	.5
60-80	4	.5
80-100	5	.5

Other Personnel

While not seen as being absolutely necessary for schools deciding to validate the FOCUS model, it might be anticipated that additional personnel will increase the effectiveness of a similar program.

Counselor. If local resources allow, the services of a special counselor should be made available to project students. The producer FOCUS project had such a resource, a very compentent, experienced counselor.

Secretary/Clerk. As is the case in all institutions, the services of an efficient secretary can lighten the load on all personnel and improve the manner in which almost all project activities are conducted. Particularly if attendance and formal evaluation are to be key features of the program, the role of the secretary in recording, displaying, and recalling data is a significant one. (Anticipating the time when the project's budget will not include an item for secretarial or clerical help, FOCUS has embarked on an "in-house" training program in which selected students are given on-the-job training in these roles preliminary to making this a completely student-oriented function.)

Evaluator. In the event that formal evaluation is made a part of the replication program, the services of a qualified educational research/evaluation specialist will be required. PROJECTS SHOULD NOT ATTEMPT TO CONDUCT EVALUATION EFFORTS WITH TEACHING PERSONNEL.

Student Teachers and Interns. If at all possible, projects attempting to duplicate the FOCUS model should attempt to establish close linkages with regional teacher training institutions. The FOCUS project includes one or two student teachers from the

University of Idaho on its staff at all times, a relationship which serves to provide experience for practicum students and greater flexibility for project scheduling. Also, top-notch student teachers provide "model behavior" for many students who have all too few opportunities to deal closely with attractive, successful young people close to their own age.

The third component of the FOCUS staff development effort involves staff travel to local, regional, and occasionally, national workshops and conferences. FOCUS teachers have attended special sessions on reading, sexism, values, visual inquiry, curriculum development, physical education, and many other subjects. The director has been involved in conferences in the areas of counseling, career education, evaluation, dissemination, and similar concerns of an "administrative" nature. Students have also taken part in the developmental program, attending several state and national conferences with staff members and playing an important part in dissemination program developed for FOCUS over a three year period.

It must be re-emphasized that direction for the staff development program is dependent entirely upon the needs and concerns of the FOCUS team. Consequently, no detailed advice or specification of required resources and materials can be offered here. It should be enough to say that schools considering the FOCUS model should 1) allocate resources specifically for staff development, needs which will emerge, and 2) be alert to clues as to what critical needs arise which can best be addressed through a staff training/ in-service effort.

PART IV -- Exportability (cont.)

10. Describe procedure and materials necessary for personnel training.

Staff development in FOCUS consists of a three-part procedure. First, a summer workshop has been held each summer since 1971. These workshops have concentrated on different problems and activities each year. For example, the emphasis during the first workshop was team building, interpersonal relationships, program philosophy, and "start up" planning. The second workshop concentrated on review of the first operational year, literature searches for information on successful practices in other alternative programs, and orientation activities for teachers joining the FOCUS team. The third workshop emphasized the identification of continuing project problems (Force Field Analysis procedure) and possible solutions and the training of several teachers from other metropolitan-area schools and districts. Materials required for such workshops, obviously, depend entirely upon the agenda to be pursued. It should be pointed out, also, that each summer workshop to date has been conducted on the campus of Portland State University, a cooperative linkage which has added greatly to the conduct of the summer activities.

The second element in the staff development/training effort involves short-term workshops for project teachers. For example, when reading emerged as a primary project problem, the services of a reading expert were obtained and a series of half-day and full-day learning sessions were held for all staff members. Similarly, when relationships among project staff members became strained to the breaking point, specialists from the National Training Laboratory (NTL) were employed to conduct a week-end "retreat" for the FOCUS team.

PART IV -- Exportability (cont.)

11. Discuss the feasibility of adopting the entire project or components of the project.

The pages immediately following include materials appropriate to this section. These pages are copies of 1) the Oregon Title III Advisory Council's Site Visitation Team's on-site report, and 2) the project director's Summary of Validation Efforts (February and March, 1974). Both documents were prepared at a time when the Oregon Title III office was considering the possibility of a large-scale effort to establish FOCUS validation units in secondary schools throughout the state.

Project FOCUS

Title III, ESEA

Date of Visit January 16, 1974

SITE VISITOR'S ESTIMATE OF PROJECT EFFECTIVENESS

COMPONENT	COMMENDABLE	EXPECTED PERFORMANCE	COMMENTS:
1.0 Management System			
1.1 The Project Director and coordinator are able to communicate the program objectives and provide a clear overview of project activities.	XXXX		It is imperative that a full-staff component be used in the replication of the project. Funds should be available for at least part-time coordinator, at each validation site.
1.2 Project activities are on target and information is being disseminated to appropriate persons.	XXX	X	
1.3 The program management system appears to be replicable in another school setting.	X	XXX	
2.0 Target Population			A difficult task to limit the number of students who want to be in the project. It seems that this is being done fairly and consistently. Project includes 100 students from a population of 1900.
2.1 Students in attendance accurately reflect the intended target population.	XXXX		
2.2 The target population is participating operationally as indicated in the plan.	XXXX		
2.3 Teachers know why their students are part of the target population.	XXXX		
3.0 Activities			
3.1 Activities are congruent with the objectives.	XXXX		3.1 Without staff commitment replication will not occur.
3.2 Records are being kept on activity implementation and effectiveness.	XXXX		3.2 The variety of activities and class offerings appear to be a real drawing card for students.

COMPONENT	COMMENDABLE	EXPECTED PERFORMANCE	COMMENTS
3.0 Activities (cont.)			
3.3 Activities are being implemented according to plan	XXXX		3.3 There is no doubt that the activities and procedures are replicable and transportable.
3.4 Personnel are doing what they are supposed to do doing.	XXX	X	
3.5 Activities appear to be replicable in another school setting.	XXX	X	
4.0 Personnel			
4.1 Personnel complements as defined in the plan have all been filled.	XXX	X	
4.2 All personnel meet the qualifications specified in the plan.	XXXX		
4.3 All staff members understand the project objectives and parallel project activities.	XXXX		
5.0 Inservice Training			
5.1 Personnel to recive training have been identified.	XX	XX	5.1 The inservice model is well defined. It has been used by teacher training institutions and several school districts.
5.2 Inservice training schedules have been maintained.	XXXX		5.2 The replicability of the inservice training model is made noting that the model involves communication of the project organization and procedur as well as work in the are of teacher attitudes.

COMPONENT	COMMENDABLE	EXPECTED PERFORMANCE	COMMENTS
5.0 Inservice Training (cont.)			
5.3 Inservice training objectives have been communicated to staff.	XXXX		
5.4 Provisions for determining effectiveness of inservice training have been implemented.	XX	XX	
5.5 The inservice training model appears to be replicable in another school setting.	XXX	X	
6.0 Materials, Equipment & Facilities			
6.1 Equipment, facilities and materials are available according to the provisions of the plan.	XXXX		The full-time assignment of rooms to the project indicates a commitment to the program by the school administrative staff. The project has five classrooms and office space available on a full-time basis.
6.2 Equipment, facilities and materials appear to be adequate to meet program needs	XXXX		
6.3 The project equipment inventory is up-to-date.	XXXX		

Site visitors notations.

Evidence of increased effectiveness with students

Conversation with students and parents indicated that the project is effective in motivating school attendance and an interest in project activities.

Classroom observations indicated that students were present and actively involved in classroom activities. Students appeared enthused by the alternative in subject and environment offered to them.

Evidence of reasonable operational cost

If the question of "reasonable cost" is viewed in terms of the project philosophy then the cost is not really additional; it should perhaps be viewed as a redirection of existing funds already being spent on the target population for which there is not now an adequate return in traditional settings.

Therefore if the operational cost is $1,100/student for the project and the cost/student of a traditional program is $1,000-1,100, there really is no additional cost - just greater mileage out of existing monies.

The project visitation team consisted of

Alton Smedstad, Supt. Hillsboro
Gerry Berger, Specialist, SDE
Mike Call, Specialist, SDE
Mel Jordan, Counselor, COCC

Summary of Validation Efforts - FOCUS

Although some very general discussions of the validation process were held between project staff members and representatives of the Title III office during the early winter months, no formal planning for a FOCUS validation program could be started until the annual Advisory Council site visitation was completed in mid-January. Following this visitation, serious consideration was given the possibility of validating FOCUS procedures and outcomes in other schools in the state. Several preliminary meetings were held at which personnel from the project, the Portland central administration, and the Title III office discussed goals, funding requirements, and various strategies which might be used in establishing a sound validation program.

After general agreement was reached regarding overall direction, a number of schools were contacted and informed of the validation proposal. Contacts were made first with schools which had previously expressed interest in FOCUS. Personal visits and phone calls were made and each school was given a package of the project's descriptive materials. Each school was also asked to send a representative to one of several orientation/observation meetings held at the Madison producer site. Personnel from the following schools met with FOCUS and Title III staff members at these meetings:

Aloha High School (Beaverton)
Sunset High School (Beaverton)
Franklin High School (Portland)
Reynolds High School (Troutdale)
South Salem High School (Salem)
Hillsboro High School (Hillsboro)

Subsequently, similar efforts were made to interest other schools, including:

Barlow High School (Gresham)
Parkrose High School (Portland)
Bend Senior High School (Bend)
David Douglas High School (Portland)
Cleveland High School (Portland)
Marshall High School (Portland)
Tigard High School (Tigard)
Hood River Valley High School (Hood River)
Rainier High School (Rainier)

While all schools contacted expressed interest in the FOCUS project and indicated general support of its goals and procedures, none were able to accept the invitation to participate in the validation program. There were a variety of reasons expressed, but the primary problem was that notification of the validation opportunity came too late in the school year. This created the following related difficulties:

1. Local budgets for the 1974-75 school year already had been prepared and submitted and did not include items to provide adequate financial resources for establishing a new major program.

2. Severe staff reductions were anticipated, creating such strong feelings of uncertainty that firm commitments of teacher resources were impossible.

3. The limited resources budgeted for new projects had been, in the main, promised to other school programs and activities. To suddenly redirect these funds would have created bad feelings internally.

4. Most schools felt that the Title III office should offer stronger financial support to validation schools.

It should be pointed out again that none of the schools contacted rejected validation on the basis of program philosophy, operation, or methodology. Indeed, Aloha, Tigard, David Douglas, Marshall, and South Salem have all indicated that they will probably move to FOCUS-type programs in 1975-76 after they have had time for adequate local discussion and fiscal planning. (These schools have asked for help during the next year.)

Finally, I feel that there would have been no problem negotiating three or four validation sites if 1) Title III funds had been available for day-to-day site leadership (.5 FTE) and summer staff training and, 2) the validation effort could have been started earlier in the school year, probably before November.

Sincerely,

Ralph T. Nelsen
FOCUS Project
Madison High School
Portland, Oregon 97220

PART IV -- Exportability (cont.)

12. Describe any special equipment (hardware) and/or unique facilities required for the project.

Please refer to Section IV, FOCUS Program Operational Handbook for descriptions of resources utilized in the project.

Apart from an unusually complete bank of mediaware, the FOCUS project does not require or utilize any items which are not commonly available in most modern secondary schools. The decision to use an unusually large portion of available funds for mediaware and supplies has been strictly a local one, made in accordance to the preferences of the particular staff operating the program at Madison High School. Other teachers in other schools might opt for a completely different set of expenditures according to their local needs and individual preferences. (One of the strengths of the FOCUS program is the fact that teachers and students are given almost complete decision power concerning the allocation of available resources.)

In terms of space, the FOCUS project does not have any special facilities in the school building. As noted earlier in this document, the program operates from four standard classrooms and has, in addition, sections of two former school hallways available for an activities center and teacher work space. Finding space for a similar program should not be a difficult problem for any school.

PART IV -- Exportability (cont.)

13. Identify special problems encountered in implementation of the project and describe solutions: (unique to this kind of project)

A general discussion of the various problems encountered in developing and maintaining the FOCUS project can be found in the FOCUS Program Operational Handbook, pp. 124 ff. Also see comments made in Part II-B regarding various problems and solutions encountered in operating the project.

It might be said, broadly, that the main problems to be expected by another staff attempting to implement a FOCUS-type program would be:

1. Initial reluctance of colleagues, students, and school patrons to accept a "humanistic philosophy" in operation. Solution: Patience, lots of PR work, and willingness to look at your operation critically.

2. Initial reluctance to re-allocate existing resources for purposes not common to traditional school programs. I.E., drastic reduction of monies expended for textbooks and parallel increase in monies expended for media supplies and out-of-school resources.

3. On-going reluctance of some colleagues to accept the fact that some students really need an alternative to the traditional program. (Suggestions that change is important are frequently taken as an attack on what these teachers have been and are continuing to do with their classes and students.) Solution: More patience, fewer bold statements in the faculty lounge, and a lot of "soft-sell" activity around the school.

4. Staff exhaustion is a real problem in FOCUS. The day-to-day demands on staff members -- time, energy, interpersonal input -- are terrific. Added to this are the demands of a variety of hierarchial figures -- local school administration, district-level administration, state Title III administration. FOCUS staff members have often said that they can handle the dual roles of teacher and counselor, but the third role-- educational researcher-- is often impossible to tolerate. Still, members of the FOCUS team have managed to carry out their daily tasks and, with a minimum of rebellious behavior, compile formative and summative data sufficient to convince the upper-layers of officialdom that the project is successfully meeting its objectives and is worthy of continued support. Solution: none. FOCUS teachers and directors have proven to be "24-hour a day" people, managing to squeeze the inevitable "extra" into overloaded days and nights. Professionals moving into a FOCUS-type alternative program must accept the fact that the work load and energy drain is excessive, impossible, and unreasonable: and, then, they must jump in head first because it's the only way they can justify their designation as professional educators.

5. Monitoring student attendance on a tight schedule is critical if an adopter has established improved student attendance as an important project goal. This will call for an efficient system for recording absences and some strong commitment on the part of all personnel to follow-up on a daily basis with phone calls, informal notes, and home calls. Again, this adds another task on the program staff. Solution: not much can be suggested

to lighten the burden required for a concentrated attendance improvement effort, but a well-conceived, well instrumented attendance procedure can be helpful, particularly if everyone on the project team follows it faithfully.

Obviously, other problems have appeared during the three years of project operation at Madison High School. Just as obvious, however, is the fact that these problems have been addressed and, in the main, resolved by the staff.

APPENDICES

A- Evaluation Plan, 1973-74

B- Interim Evaluation Report, February 1974

Final Evaluation Report, July 1974 (to be appended at later date)

C- Self-Regarding Attitudes Rating Scale

D- T.A.P. Pre/Post Test Scores for Individual Students

Appendix A

Evaluation Plan

1973-74

EVALUATION PLAN
1973-74

The purpose of the proposed evaluation is to provide all relevant information needed to facilitate the decision-making process concerning the continuation, modification, and/or termination of various elements of the project. Essentially, evaluative information will serve three functions: (a) provide evidence of, and explanations for, the extent to which project goals are being achieved; (b) provide information leading to program modification to increase effectiveness or efficiency; and (c) provide detailed documentation of project operations by which other schools could implement specific project elements.

The proposed project evaluation will be formulated within the framework of a discrepancy model, similar to those developed by Stake and Provus. Essentially, the evaluation strategy will be to compare the proposed objectives or outcomes of the project with the actual attainment of those objectives. That is, the evaluation will attempt to determine the extent to which the project has achieved or is achieving that which it set out to do. A discrepancy will be identified whenever there is a lack of congruence between what is proposed and what is achieved.

Further, analysis of the project's progress and development during its tenure will be accomplished with attention to the accountability system prevailing within the Portland school system. Specifically, Portland School District No. 1 is employing the Planning-Programming-Budgeting System (PPBS) to assess the effectiveness and efficiency of all programs within its jurisdiction. An integral part of the PPBS system is the sub-division of programs into three components based on the function performed. These three components are Management, Support, and Education/Training. The Management component pertains to those decisions concerning the establishment, implementation, and

maintenance of efficient and effective organization and procedures by which the project is to be administered. The Support component pertains to those services provided for the project and those services provided by the project. Finally, the Education/Training component pertains to learning outcomes proposed for the participants of the particular project.

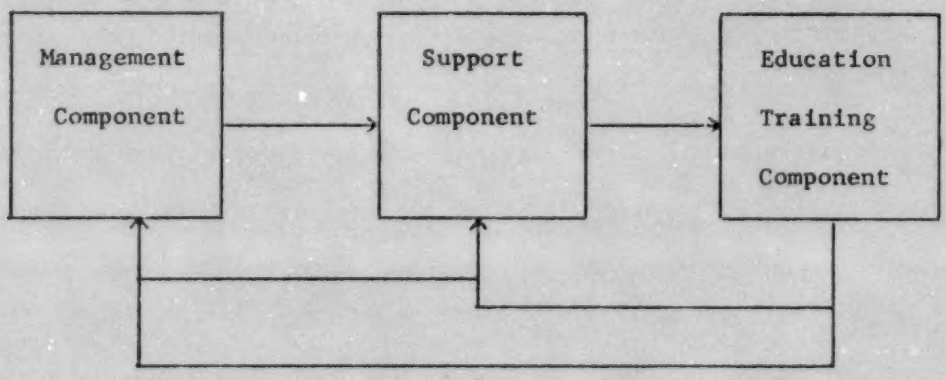
Consequently, the evaluation will comprise separate analyses for each of the three program components (Management, Support, and Education/Training) and will revolve around analysis of the proposed objectives (desired outcomes), activities (to achieve objectives) and observed outcomes relevant to each component. In addition, evaluative information obtained will be utilized continuously to adjust and/or modify various elements of the program. Specifically, information relative to project objectives will be collected, analyzed, and fed back to the project staff in three stages:

(a) Ongoing - informal weekly review and discussion between the project staff and evaluator concerning the execution and results of project activities.

(b) Cumulative - covering first half of school year - interpretations pertinent to the likelihood that the current year's objectives will be met.

(c) Cumulative - covering the entire school year - interpretations pertinent to subsequent years' operations.

The relationships between the three program components, therefore, might be diagrammatically represented as follows:



The above diagram could be interpreted as follows: decisions made at the Management level will have direct affect upon decisions at the Support level, which in turn will affect decisions at the Education/Training level. In addition, as evaluative information is obtained concerning the Support function, it may be fed back to affect (adjust, modify) previously established and proposed decisions at the Management level. As evaluative information is obtained concerning the Education/Training function, it may be fed back to affect (adjust, modify) either or both Support or Management decisions. As the evaluation process functions in this manner, it may be considered to be an integral part of the project itself.

It is imperative to note at this point that it is fully recognized that Management and Support components exist only for the purpose of achieving Education/Training components. However, it is believed that the actual implementation of the program flows through the sequence indicated above; that is, Management, Support, Education/Training. Consequently, the three components will be presented and analyzed in accordance with this sequence. It should be kept in mind, however, that the ultimate goal is the education and/or training of the students participating in the project.

In summary, the proposed evaluation will take into consideration the Planning-Programming-Budgeting System (PPBS) currently being employed in the Portland Public Schools. That is, separate analyses will be performed pertaining to the project's Management, Support, and Education/Training components.

Specific objectives, activities, and evaluation procedures have been identified and grouped for each of the three components. Tables 1, 2, and 3 contain the specifications of these objectives, activities, and evaluation procedures for the Management, Support, and Education/Training components respectively.

Table 1

Program Abstract

Management Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
The project directors will enroll, by October 1, 1973, 100 Madison High School students to whom the traditional school program has not been meaningful.	1. The project directors will employ the established selection criteria and screening procedures to enroll students.	1a. Comparison of number of students enrolled in FOCUS project by October 1, 1973, with anticipated enrollment. b. Comparison of students enrolled with pre-established selection criteria.
The project directors will prepare for distribution by May 1, 1974, a revised program operations manual which will include FOCUS: philosophy, selection criteria and procedures, curriculum model, class planning and organization, community utilization, student-teacher involvement, staff and facilities descriptions, and strategies for district adoption.	2. The project directors will prepare a program operations manual which will describe in specific detail all the essential features and procedures of the FOCUS project and its fundamental components.	2. Availability for distribution by May 1, 1974, of the revised FOCUS program operations manual, including all sections designated and in sufficient detail to permit the reader to implement the described procedures and activities.
Throughout the 1973-74 school year the FOCUS staff will prepare two (2) performance objectives (desired student behavior and success criteria) with learning strategy employed for at least 85% of the instructional classes presented.	3. The FOCUS staff with the assistance of the project directors will identify desired student learnings for each instructional class and prepare performance objectives to measure the attainment of these learnings.	3. Quarterly editorial evaluation of a 20% sample of instructional classes presented to ascertain the degree to which at least 2 objectives have been written for instructional classes presented and that the objectives contain student behavior, success criterion, and learning strategy components, and comparison of the percentage obtained with that anticipated.
The project directors will prepare for distribution by May 1, 1974, a revised FOCUS Curriculum Summary in monograph form which will include brief descriptions and evaluations (most/least effective and obtaining conditions) of pertinent and/or unique instructional units presented and instructional strategies employed by the project staff.	4. The project directors in conjunction with all FOCUS staff will review, throughout the school year, instructional units presented and instructional strategies employed and identify, describe and evaluate those that are of utmost pertinence and uniqueness for inclusion in the FOCUS Curriculum Summary.	4. Availability for distribution by May 1, 1974 of the revised FOCUS Curriculum Summary including both descriptions and evaluations of instructional units and instructional strategies identified.

Table 1 (Cont.)

Program Abstract

Management Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
5. The project directors will prepare for viewing by May 1, 1974, a media production describing the organization and content of the FOCUS instructional program (coverage parallel to elements described in FOCUS Curriculum Summary Monograph).	5. The project directors will prepare a media representation of the essential features and procedures of the FOCUS project and its fundamental components.	5. Availability for viewing by May 1, 1974 of a complete media (picture and sound) production and representation of the FOCUS instructional program including the organization procedures and curriculum content described in the FOCUS Curriculum Summary Monograph.

Table 2

Program Abstract

Support Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
1. During the 1973-74 school year at least 15% of the parents of FOCUS students will actively participate (serve as activity chaperons, conduct field trips, provide classroom instruction, organize parent activities and gather materials and equipment), at least once in the operation of the FOCUS program.	1. Throughout the 1973-74 school year the entire FOCUS staff will maintain regular contact with parents of FOCUS students and in doing so enlist the parents aid in the implementation of FOCUS learning experiences.	1. Comparison of the number of parents who participated (also the frequency of such participation) in the implementation of FOCUS learning experience with anticipated participation.
2. During the 1973-74 school year at least 25 community organizations, private industries, city/state agencies, and/or individuals will provide at least one instance of direct assistance or expertise (host field trips, provide resource speakers, offer job sampling placements to students, and provide materials and equipment) in the operation of the FOCUS program.	2. Throughout the entire 1973-74 school year the entire FOCUS staff will initiate contacts with community organizations, industries, agencies, and individuals and in doing so enlist their aid in the implementation of FOCUS learning experiences.	2. Comparison of the number of community organizations, industries, agencies, and/or individuals who provided assistance and/or expertise (also the frequency of such assistance) in the implementation of FOCUS learning experiences with anticipated assistance.
3. During the 1973-74 school year at least 10 regular Madison High School faculty members will provide at least one instance of direct assistance or expertise (directly instruct FOCUS students, provide special instructional facilities and equipment, and provide resources to FOCUS teachers) in the operation of the FOCUS program.	3. Throughout the 1973-74 school year the entire FOCUS staff will maintain regular contact with other Madison High School faculty members and in doing so enlist their assistance in the implementation of FOCUS learning experiences.	3. Comparison of the number of regular Madison High School teachers who provided assistance and/or expertise (als the frequency of such assistance) in the implementation of FOCUS learning experiences with anticipated assistanc

Table 3

Program Abstract

Education/Training Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
1. By the end of the 1973-74 school year, 60% of the FOCUS students with poor attendance rates (absence greater than 12.5% of total days enrolled) during the 1972-73 school year, will demonstrate at least a 10% increase in attendance rates during the 1973-74 school year.	1. Throughout the 1973-74 school year the FOCUS staff will encourage student attendance by designing learning experiences around student input, maintaining flexible scheduling, and conducting individual conferences concerning specific attendance problems.	1. Comparison of 1973-74 and 1972-73 attendance rates of FOCUS students (wit previous, 1972-73, poor attendance rate to ascertain the number and percent of students with at least 10% improved attendance and comparison of the result ing percentage with the anticipated percentage.
2. At the end of the 1973-74 school year, the average absentee rate for all students in the FOCUS project will not exceed the average absentee rate for students in a sample of seven other Portland high schools.	2. Throughout the 1973-74 school year the FOCUS staff will encourage student attendance by designing learning experiences around student input, maintaining flexible scheduling, and conducting individual conferences concerning specific attendance problems.	2. Comparison of the 1973-74 average absentee rates for FOCUS students and for students in a sample of seven other Portland high schools, to ascertain whether the former exceeds the latter.
3. By the end of the 1973-74 school year, 70% of the FOCUS students (with initial ratings of 1, 2, or 3) will demonstrate improved performance (a positive change of at least one scale point on pre-post ratings) in each of the following "positive self-regarding" behaviors: a) The student shows involvement in class and project activities. b) The student works productively with both staff and students in small groups. c) The student shows ability to handle own feelings and other people's in a manner not destructive to self or others.	3. The project staff, through coordinated efforts, will identify, develop, and implement various procedures and activities designed to encourage and facilitate improvement, on the part of the students, in each of the "positive self-regarding" behaviors specified.	2a. Project teachers will observe daily eacl student's behavior pertaining to "posi-tive self-regarding" actions and period cally (quarterly) record a summary rati of the prevalence of each student's actions. 2b. Comparison of periodic ratings, by project teachers, on locally developed checklist, of students' "positive self-regarding" behavior to ascertain the percentage of students demonstrating improved performance (a positive change of at least one scale point on pre-post ratings) and comparison of the resultin percentage with the anticipated percent age.

Table 3 (Cont.)

Program Abstract

Education/Training Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
(cont.) d) The student deals constructively with feedback from other students and staff about own behavior. e) The student shows commitment to FOCUS project.		
By the end of the 1973-74 school year, 70% of the FOCUS students will demonstrate at least acceptable performance (staff rating of 3) and 30% of the students will demonstrate superior performance (staff rating of 4 or 5) on at least 4 of the 5 behaviors identified in the preceding objective.	4. The project staff will identify, develop and implement various procedures and activities designed to encourage and facilitate the specified behaviors, with the intent of not just improving student behavior but improving it to an acceptable or even superior level.	4. Comparison of the percentage of FOCUS students receiving final (post) ratings of 3 and ratings of 4 or 5, on the behavior checklist, on at least 4 of the 5 identified behaviors with the anticipated percentages.
By the end of the 1973-74 school year, 60% of the FOCUS students (with TAP pre-test scores worse than one standard deviation below the norm on any subtest) will demonstrate improvement (a pre-post minimum gain of 5 P-score points) in the basic educational skills of reading, arithmetic, and writing.	5. The project staff, in the process of creating a meaningful, relevant, and exciting student-oriented curriculum, will include various experiences of an academic nature and emphasize basic skill experiences with FOCUS students deficient in these skills.	5. Comparison of pre-post basic skill test data (P-scores on Tests of Academic Progress: Reading, Mathematics, and Composition) for FOCUS students with pre-test scores more than one standard deviation below the norm, to ascertain the number and percent of students with gains of 5 or more P-scores and comparison of the resulting percentage with the anticipated percentage.

Table 3 (Cont.)

Program Abstract

Education/Training Component

FOCUS 1973-74

Project Objectives	Activities	Evaluation Procedures
By the end of the 1973-74 school year, 60% of the FOCUS students (with TAP pre-test scores between one-half and one standard deviation below the norm on any subtest) will demonstrate improvement (a pre-post minimum gain of 2.5 P-score points) in the basic skills of reading, arithmetic, and writing.	6. The project staff, in the process of creating a meaningful, relevant, and exciting student-oriented curriculum, will include various experiences of an academic nature and emphasize basic skill experiences with FOCUS students deficient in these skills.	6. Comparison of pre-post basic skill test data (P-scores on Tests of Academic Progress: Reading, Mathematics, and Composition) for FOCUS students with pre-post scores between one-half and one standard deviation below the norm, to ascertain the number and percent of students with gains of 2.5 or more P-score points and comparison of the resulting percentage with the anticipated percentage.
During the 1973-74 school year, FOCUS students will experience a predominance of successful learning experiences as evidenced by a student/class objectives success rate of 70% or better in at least 65% of the classes presented.	7. Throughout the 1972-73 school year the FOCUS staff will attempt to maximize student successes and minimize student failures by designing learning experiences around student inputs, and by structuring these experiences in such a manner that the student can reasonably be expected and expect himself to succeed.	7. Comparison of the percentage of FOCUS student/class objectives successfully achieved in each instructional class, and the percentage of classes in which the student/class objectives success rate is equal to or greater than 70%, with the anticipated percentages.

Appendix B

Interim Evaluation Report

1974

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FOCUS

I. Introduction

A. Preface

Although the present Interim Evaluation Report appears as a separate document, in reality it should be considered an extension, addition, or suppiement to the Progress and Activity Report submitted as part of the application for continuation. This relationship between the Interim Evaluation Report and the Progress and Activity Report was adopted in order to minimize the amount of repetition or duplication of information. Consequently, throughout this report the reader will continually be referred to specific sections of the Progress and Activity Report for a more extensive explication of various points. In addition, the reader will occasionally be referred to the FOCUS "Evaluation Plan 1973-74" for specific details pertaining to the evaluation aspects of the project.

B. Nature of the Project

The overall purpose of the FOCUS project is to develop and present an alternative school program for Madison High School students who have been previously identified as students who have lost enthusiasm for school work, have had few successful experiences in the traditional classroom, and consequently are highly likely to drop out of school. Within such an alternative school program the classroom will become the center of a flexible, objective, cooperative, useful, and supportive educational process. To achieve such a classroom climate, the FOCUS program will be developed in accordance with approaches and strategies which provide affirmative answers to the following three questions:

a. Are the educational objectives based on the needs and interests of the students?

b. Are the tasks assigned to reach these objectives ones in which the student can reasonably be expected and expect himself to succeed?

c. Is the school program (structure) such that if questions a and b are answered "Yes," we can expect to see the objectives reached?

Simply stated, the FOCUS project is intended to develop and implement an alternative school program for high school students which will provide relevant opportunities for student growth (both personal and academic) and thereby reduce the number of high school dropouts, academic failures, and pupil indifference and disenchantment.

C. Nature of Project Evaluation

The purpose of the project evaluation, as set forth in detail in the "Evaluation Plan 1973-74," is to provide relevant information needed to facilitate the decision making process concerning the continuation, modification, and/or termination of various elements of the project. Essentially, the evaluation will attempt to determine the extent to which the project has achieved or is achieving that which it set out to do. To facilitate the above determination, a discrepancy evaluation model is being employed. Simply stated, the strategy will be to compare the proposed objectives or outcomes of the project with the actual attainment of these objectives. A discrepancy will be identified whenever there is a lack of congruence between what is proposed and what is achieved. In such instances some remediation would be indicated.

Further, analysis of the project's progress and development will take into consideration the Planning-Programming-Budgeting System (PPBS) currently being employed in the Portland Public Schools. That is, separate

discrepancy analyses will be performed pertaining to the project's Management, Support, and Education/Training components.

It should be noted that the present Interim Evaluation Report pertains specifically to project activities, both operational and developmental, during the four and one-half month interval extending from September 1973 to mid-January 1974. Many of these activities are of continually ongoing nature that extends throughout the school year. Thus, sufficient information to render definitive judgments as to the achievement of specific objectives will not be available until the end of the school term. Consequently, the present review will be concerned with the degree to which project objectives are being approached. Specifically, various accomplishments toward the achievement of each component objective will be discussed and a judgment made as to whether progress to date has been:

(a) excellent - implementation equal to or exceeds interim expectations

(b) good - implementation just short of interim expectation

(c) fair - implementation considerably short of interim expectation

(d) poor - minimal or no implementation toward objective achievement

(e) undetermined - evaluative judgment dependent upon year-end data collection.

II. Evaluation Findings

A. Management Component Objectives

Management
Program Component

Objective # 1 The project directors will enroll, by October 1, 1973, 100 Madison High School students to whom the traditional school program has not been meaningful.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

As of September 1, 1973, the FOCUS project directors were successful in enrolling 105 Madison High School ninth, tenth, eleventh, and twelfth grade students to whom the traditional school program had not been meaningful. Specifically, 31 ninth, 21 tenth, 37 eleventh, and 16 twelfth graders were enrolled in the FOCUS project at this time. The selection criteria employed by the project directors were 12 in number. A student need only meet one of the criteria to be considered for the program. Specifically, the selection criteria employed were as follows:

1. Students who do not like school.
2. Students who have not acquired sufficient command of basic skills.
3. Students who do not believe in themselves.
4. Students who do not work well with groups.
5. Students who do not respect or respond to authority (or leadership roles).
6. Students who have not found studies meaningful to them.
7. Students who have not viewed teachers or adults as approachable.
8. Students who do not set long-range goals.
9. Students who may have left school and are re-enrolling.
10. Students who have failed two or more of their subjects their first year in high school.
11. Students who are seen as likely to have trouble in the remainder of school.
12. Students who have displayed high academic potential, but are not responding to school due to boredom, rebellious behavior, etc.

It should be noted that although some students drop from the program throughout the year, the project directors attempt to fill these vacancies as they occur with other qualified students. Currently 95 students are enrolled in the program.

Management

Program Component

Objective # 2 The project directors will prepare for distribution by May 1, 1974, a revised program operations manual which will include FOCUS: philosophy, selection criteria and procedures, curriculum model, class planning and organization, community utilization, student-teacher involvement, staff and facilities descriptions, and strategies for district adoption.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

The project directors have done an excellent job in preparing a revised FOCUS Program Operations Manual. Toward this end, the directors have completed preparation of five new monographs describing aspects of the FOCUS program not covered in the initial version of the Operations Manual. The titles of these new monographs are:

16. Evaluation vs. Accreditation
17. Staff Development In FOCUS
18. Visual Literary in FOCUS
19. Opening School Activities
20. Affective Measurement

Material included in Monograph #16 "Evaluation vs. Accreditation" is especially valuable for the reader interested in the development of a program modeled after FOCUS.

In the coming months the contents of the above and other monographs, in addition to revisions of old material, will be incorporated into one source document to be distributed as the revised FOCUS Program Operations Manual.

Management
Program Component

Objective # 3

Throughout the 1973-74 school year the FOCUS staff will prepare two (2) performance objectives (desired student behavior and success criteria) with learning strategy employed for at least 85% of the instructional classes presented.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

To date, the FOCUS staff have completed four curriculum cycles involving the presentation to FOCUS students of 123 instructional classes. Of these classes, 26 were selected for quarterly editorial evaluation to ascertain the degree to which at least two performance objectives, with accompanying learning strategies, had been written for each class presented. The classes selected represented a cross section of FOCUS teachers, modules, and instructional labs. These classes are listed in Table 1. The editorial review revealed that in each of the classes presented the required performance objectives and learning strategies were specified.

Table 1

Sample of FOCUS Classes
Subjected to Editorial Review

Cycle	Mod	Classification*	Emphasis	Teacher**
I	2	A	Math-Division	P
I	3	R	Driver Education	E
I	4	V	Leadership-Seniors	F
I	5	C	Creative Writing	K
I	6	R	Building & Decorating	F
I	6	A	Science-Insects & Bugs	P
II	2	A	Math-Decimals & %'s	E
II	3	V	Law & Justice	K
II	4	R	Stage Performance	L
II	5	V	Personal Beliefs	M
II	6-7	E	PE-Softball	P
II	6-7	E	Cooking	L
III	2	A	Math-Division	F
III	3	R	Sociology-Peopl in Groups	L
III	4	C	Creative Writing	K
III	5	R	Human Relations-Prejudice	P
III	6-7	E	Art-Stone Carving	M
III	6-7	E	Sewing Camping Gear	E
IV	2	A	Math-Multiplication	K
IV	3	R	Sociology-Women's Studies	F
IV	4	V	Occult Arts	E
IV	5	C	Poetry	L
IV	6-7	E	PE-Soccer	M
IV	6-7	E	Art-Pottery & Sculpture	P

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

** Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson
C = Cagen (student teacher)
M = Maynard (student teacher)

Management
Program Component

Objective # 4 — The project directors will prepare for distribution by May 1, 1974, a revised FOCUS Curriculum Summary in monograph form which will include brief descriptions and evaluations (most/least effective and obtaining conditions) of pertinent and/or unique instructional units presented and instructional strategies employed by the project staff.

Progress toward objective achievement:

Excellent ☐ Good ☒ Fair ☐ Poor ☐ Undetermined ☐

Accomplishments toward objective achievement:

The project directors have currently laid the groundwork for the revision of the FOCUS Curriculum Summary. To date, the directors have compiled and organized the "Instructional Class Objectives and Evaluation Sheets" for all classes presented so far during the school year, and conducted preliminary discussions with the FOCUS staff pertaining to the description and evaluation of pertinent and/or unique instructional units presented and learning strategies employed. At the present time, however, no formal revision of the Curriculum Summary has been made. Such revision will be dependent upon the completion, during March and April, of an in-depth review by FOCUS staff of the instructional units presented and corresponding student performance in these units.

Management
Program Component

Objective # 5 The project directors will prepare for viewing by May 1, 1974, a media production describing the organization and content of the FOCUS instructional program (coverage parallel to elements described in FOCUS Curriculum Summary Monograph).

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

As of this writing, the project directors have completed the preparation of the media production describing the organization and content of the FOCUS instructional program, and in addition have presented the slide/tape production to a State Title III advisory council team. The media production is now available for viewing by school personnel from other schools or school districts interested in replicating the FOCUS model.

B. Support Component Objectives

Support
Program Component

Objective # 1 During the 1973-74 school year at least 75% of the parents of FOCUS students will actively participate (serve as activity chaperons, conduct field trips, provide classroom instruction, organize parent activities, and gather materials and equipment), at least once in the operation of the FOCUS program.

Progress toward objective achievement:

Excellent ☐ Good ☒ Fair ☐ Poor ☐ Undetermined ☐

Accomplishments toward objective achievement:

To date the FOCUS project has received direct support and assistance from eight parents of FOCUS students. Six parents actively participated in the ongoing operation of the FOCUS program via the provision of the following services:

a. providing transportation for FOCUS students to attend FOCUS activities

b. providing special materials and equipment necessary for the conduction of FOCUS classes and/or

c. providing facilities for special FOCUS activities.

Two other parents met with State Title III advisory council members to express their belief in the value of the FOCUS program for their children. The parents singled out for special acclaim the "motivational" and "caring" aspects of the program. Specifically, the parents emphasized that FOCUS was particularly effective in getting students interested and stimulated in learning and that the FOCUS staff genuinely cared about individual students.

The project directors are confident that such parental support as above will increase throughout the second half of the current school year.

Support
Program Component

Objective # 2 During the 1973-74 school year at least 25 community organizations, private industries, city/state agencies, and or individuals will provide at least one instance of direct assistance or expertise (host field trips, provide resource speakers, offer job sampling placements to students, and provide materials and equipment) in the operation of the FOCUS program.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

Community support and assistance to the FOCUS project have already exceeded expectations made at the beginning of the school year. To date 26 community organizations, private industries, city/state agencies, and individuals have provided direct assistance and/or expertise in the operation of the FOCUS program. Among these organizations have been the following:

Multnomah County Juvenile Court
Oregon State Penitentiary
Portland Police Bureau
U.S. Forest Service
Fischer Implement Company
Sauvies Island Game Preserve
Oregon Museum of Science & Industry
Portland Rape Relief Hot Line
Girl Scouts of America
Oregon Athletic Club
Metropolitan Youth Commission
Urban Indian Program

Assistance rendered by these organizations have included:

(a) providing information and materials for FOCUS students in "Law & Justice" classes

(b) providing information, materials, and equipment for FOCUS students in environmental studies classes

(c) providing opportunities for FOCUS students to observe and photograph a variety of animals sheltered in natural preserve areas

(d) providing special lecture services for students studying fungi and mushrooms

(e) planning and conducting special classes on American Indian Problems

(f) providing facilities for a variety of FOCUS physical education classes

(g) providing opportunities for FOCUS students to function as tutors and activity leaders

(h) providing information and materials for Women's Studies classes

A full detailed description of community support and assistance to the FOCUS project is contained on pp. 2 & 3 of the Application for Continuation, Validation Proposal.

Support
Program Component

Objective # 3 — During the 1973-74 school year at least ten regular Madison High School faculty members will provide at least one instance of direct assistance or expertise (directly instruct FOCUS students, provide special instructional facilities and equipment, and provide resources to FOCUS teachers) in the operation of the FOCUS program.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

Support and assistance to the FOCUS project from regular Madison High School faculty has also been excellent. To date 15 faculty members have participated in one way or another toward facilitating the FOCUS program. Included in this assistance have been the following:

(a) tools, supplies, and special instructional materials have been provided to project teachers

(b) arrangement for use of school darkroom and photo lab facilities

(c) special instruction in a series of weaving and other craft classes

(d) the inclusion of interested FOCUS students into several regular Madison classes on both short-term and long-term arrangements.

A full description of Madison High School faculty support and assistance to the FOCUS project is contained on pp. 3-5 of the Application for Continuation, Validation Proposal.

C. Education/Training Component Objectives

Education/Training
Program Component

Objective # 1 — By the end of the 1973-74 school year, 60% of the FOCUS students with poor attendance rates (absence greater than 12.5% of total days enrolled) during the 1972-73 school year, will demonstrate at least a 10% increase in attendance rates during the 1973-74 school year.

Progress toward objective achievement:

Excellent ☐ Good ☐ Fair ☐ Poor ☐ Undetermined ☒

Accomplishments toward objective achievement:

A determination of the percentage of FOCUS students with poor prior year (1972-73) attendance rates demonstrating the anticipated improvement in their current (1973-74) school attendance, cannot be made until complete student records become available at the close of the school year. At present, the 1973-73 attendance rates for current FOCUS students have been assembled and analyzed to identify the number and percent of students with poor (absentee rates equal to or greater than 12.5%) prior year attendance. The results of this analysis are indicated in Table 2. It can be seen from Table 2 that 72%, 40%, and 38% of the first, second, and third year FOCUS students respectively are in need of school attendance remediation. Year-end (1973-74) attendance records for these students will indicate the extent to which remediation has occurred.

Table 2

Number and Percent of Current FOCUS Students with Poor* 1972-73 Attendance Rates

Year in FOCUS	Total Number of Students	Number of Students With Poor* Attend.	Percent of Students With Poor* Attend.
First	43	31	72
Second	15	6	40
Third	29	11	38

* Days absent equal to or greater than 12.5% of total days enrolled.

Education/Training
Program Component

Objective # 2 — At the end of the 1973-74 school year, the average absentee rate for all students in the FOCUS project will not exceed the average absentee rate for students in a sample of seven other Portland high schools.

Progress toward objective achievement:

Excellent ☐ Good ☐ Fair ☐ Poor ☐ Undetermined ☒

Accomplishments toward objective achievement:

A determination of the 1973-74 average absentee rate for all FOCUS students cannot be made until complete student records become available at the close of the school year. At that time a comparison between the average absentee rate for FOCUS students and for students in a sample of seven other Portland high schools will be made. At this time a random selection of Portland high schools has yielded the following schools to be used in the year-end comparison:

Monroe
Roosevelt
Cleveland
Franklin
Grant
Adams
Wilson

Education/Training

Program Component

Objective # 3 By the end of the 1973-74 school year, 70% of the FOCUS students (with initial ratings of 1, 2, or 3) will demonstrate improved performance (a positive change of at least one scale point on pre-post ratings) in each of five specific "positive self-regarding" behaviors.

Progress toward objective achievement:

Excellent ☐ Good ☐ Fair ☒ Poor ☐ Undetermined ☐

Accomplishments toward objective achievement:

A final determination of the percentage of FOCUS students demonstrating improved performance in each of the five specific "positive self-regarding" behaviors cannot be made until "post" data is collected at the beginning of May 1974. However, data collection during the first two observation periods (October and December) proceeded smoothly and the results of these observation periods are reported in Table 3. It should be noted that on the rating scale employed for these observations, five (5) is the best score and one (1) is the worst score. Inspection of Table 3 reveals that to date the most FOCUS students demonstrating improvement has been in relation to Behavior B (works productively with both staff and students in small groups), followed by Behaviors E, D, A, and C respectively (see footnote on Table 3 for specification of these behaviors). In addition, ninth grade students consistently showed the most improvement. Finally, it will be noted that the majority of these students are still in need of improvement.

Table 3

Number & Percent of FOCUS Students With Initial Ratings Equal to or Less Than 3 Demonstrating Improved Performance

Behavior*		Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
A	N $\leq$ 3	27	16	18	10	71
	# pos. change $\geq$ 1	8	3	5	2	18
	% pos. change $\geq$ 1	30	19	28	20	25
B	N $\leq$ 3	24	15	17	7	63
	# pos. change $\geq$ 1	11	7	5	3	26
	% pos. change $\geq$ 1	46	47	29	43	41
C	N $\leq$ 3	25	14	14	9	62
	# pos. change $\geq$ 1	7	3	3	1	14
	% pos. change $\geq$ 1	28	21	21	11	23
D	N $\leq$ 3	25	13	13	10	61
	# pos. change $\geq$ 1	10	2	0	4	16
	% pos. change $\geq$ 1	40	15	0	40	26
E	N $\leq$ 3	23	13	15	6	57
	# pos. change $\geq$ 1	10	5	2	0	17
	% pos. change $\geq$ 1	43	38	13	0	30

*A. The student shows involvement in class and project activities.
B. The student works productively with both staff and students in small groups.
C. The student shows ability to handle own feelings and other people's in a manner not destructive to self or others.
D. The student deals constructively with feedback from other students and staff about own behavior.
E. The student shows commitment to FOCUS project.

Education/Training
Program Component

Objective # 4 By the end of the 1973-74 school year, 70% of the FOCUS students will demonstrate at least acceptable performance (staff rating of 3) and 30% of the students will demonstrate superior performance (staff rating of 4 or 5) on at least 4 of the 5 behaviors identified in the preceding objective.

Progress toward objective achievement:

Excellent ☐ Good ☒ Fair ☐ Poor ☐ Undetermined ☐

Accomplishments toward objective achievement:

A final determination of the percentage of FOCUS students demonstrating acceptable performance, and students demonstrating superior performance in the five specific "positive self-regarding" behaviors cannot be made until "post" data is collected in May 1974. However, data have been collected for the first two observation periods (October and December) and the results of these observations are reported in Table 4. Inspection of Table 4 reveals that, as of the second observation period, 70% or more of the FOCUS students had demonstrated at least acceptable performance on each of the five behaviors. However, superior performance was not demonstrated by 30% of the students on any of these behaviors. Finally, although the FOCUS staff was able to increase the number of students demonstrating acceptable performance on each of the behaviors, they were only able to increase the number of students demonstrating superior performance in one of the behaviors (i.e., Behavior B, the student works productively with both staff and students in small groups). It would appear, therefore, that the FOCUS staff must make greater efforts to enhance the number of students able to perform at the superior level.

Table 4

Number & Percent of FOCUS Students
Demonstrating Acceptable & Superior
Performance on Five Specific Behaviors

	Behaviors*									
	A		B		C		D		E	
	Obs. I	Obs. II	Obs. I	Obs. II	Obs. I	Obs. II	Obs. I	Obs. II	Obs. I	Obs. II
Total Number of Students	94	89	93	89	94	89	94	89	94	89
Number of Students ≥ 4	18	17	25	26	27	18	29	23	32	22
Number of Students $= 3$	45	48	42	42	53	58	46	51	35	45
Percent of Students ≥ 4	19	19	27	29	29	20	31	26	34	25
Percent of Students $= 3$	48	54	45	47	56	65	49	57	37	51
Percent of Students ≥ 3	67	73	72	76	85	85	80	83	71	75

*A. The student shows involvement in class and project activities.
B. The student works productively with both staff and students in small groups.
C. The student shows ability to handle own feelings and other people's in a manner not destructive to self or others.
D. The student deals constructively with feedback from other students and staff about own behavior.
E. The student shows commitment to FOCUS project.

Education/Training
Program Component

Objective # 5 By the end of the 1973-74 school year, 60% of the FOCUS students (with TAP pre-test scores worse than one standard deviation below the norm on any sub-test) will demonstrate improvement (a pre-post minimum gain of 5 P-score points) in the basic educational skills of reading, arithmetic, and writing.

Progress toward objective achievement:

Excellent ☐ Good ☐ Fair ☐ Poor ☐ Undetermined ☒

Accomplishments toward objective achievement:

A determination of the percentage of FOCUS students (with pre-test scores worse than one standard deviation below the norm) demonstrating improved basic skill performance (a pre-post minimum gain of 5 P-score points) cannot be made until "post"-test data is collected in April 1974. However, analysis of pre-test data, collected in October, has identified the number and percent of students whose basic skill performance was at this inadequate level. Table 5 reports these data. Inspection of Table 5 reveals that the majority of FOCUS students, with the exception of eleventh graders, and tenth graders on the math subtest, are severely deficient in the areas of basic skill achievement. This is especially evident with respect to twelfth grade students. Over 70% of these students obtained test scores worse than one standard deviation below the norm. These results are especially unnerving when one considers that the majority of these students will be ending their formal education at the close of this school year.

Table 5

FOCUS Students' Status in
Basic Skills Achievement

Grade	Test*	Total # of Students	# of Students with Scores ≤ 39	% of Students with Scores ≤ 39	# of Students with Scores ≥ 40 ≤ 44	% of Students with Scores ≥ 40 ≤ 44
9	R	29	21	72	4	14
	C	29	15	52	8	28
	M	29	18	62	5	17
10	R	20	13	65	1	5
	C	20	13	65	1	5
	M	20	8	40	7	35
11	R	10	3	30	1	10
	C	10	4	40	0	0
	M	10	2	20	6	60
12	R	15	12	80	3	20
	C	15	11	73	4	27
	M	15	11	73	3	20

*R = Reading, C = Computation, M = Mathematics

Education/Training
Program Component

Objective # 6 By the end of the 1973-74 school year, 60% of the FOCUS students (with TAP pre-test scores between one-half and one standard deviation below the norm on any subtest) will demonstrate improvement (a pre-post minimum gain of 2.5 P-score points) in the basic skills of reading, arithmetic, and writing.

Progress toward objective achievement:

Excellent ☐ Good ☐ Fair ☐ Poor ☐ Undetermined ☒

Accomplishments toward objective achievement:

A determination of the percentage of FOCUS students (with pre-test scores between one-half and one standard deviation below the norm) demonstrating improved basic skill performance (a pre-post minimum gain of 2.5 P-score points) cannot be made until "post"-test data is collected in April 1974. However, analysis of pre-test data, collected in October, has identified the number and percent of students whose basic skill performance was at this level. Table 5 reports these data. Inspection of Table 5 reveals that approximately one-fifth of the ninth and twelfth grade students are slightly deficient in all three skill areas, and that approximately one-third and two-thirds of the tenth and eleventh graders respectively are deficient in mathematics skills.

Education/Training

Program Component

Objective # 7 — During the 1973-74 school year, FOCUS students will experience a predominance of successful learning experiences as evidenced by a student/class objectives success rate of 70% or better in at least 65% of the classes presented.

Progress toward objective achievement:

Excellent [X] Good [ ] Fair [ ] Poor [ ] Undetermined [ ]

Accomplishments toward objective achievement:

To date the FOCUS staff have completed four curriculum cycles involving the presentation to FOCUS students of 123 instructional classes. Table 6 reports the number of classes presented during each cycle and in addition the number and percent of classes in which the student/class objectives attainment rate was 70% or greater. It can be seen from Table 6 that in each of the cycles more than the anticipated 65% of the classes contained predominance of successful learning experiences for the students. All together, 89% of the classes presented contained such learning experiences. Appendix A contains a complete listing of the classes presented and the accompanying student/objectives success rates.

Table 6

Instruction Classes Presented
to FOCUS Students

Cycle	# of Classes Presented	# of Classes With Student/Objectives Success Rate ≥ 70%	% of Classes With Student/Objectives Success Rate ≥ 70%
I	31	22	71
II	31	30	97
III	29	29	100
IV	32	28	88
Total	123	109	89

III. Summary of Project Progress

As was indicated earlier in this report, the purpose of the present project evaluation was to ascertain the extent to which the FOCUS project has achieved or is achieving that which it set out to do. With this in mind, it can be reasonably stated that the FOCUS project is progressing very well although there are areas in which continued improvement is indicated.

Current progress of Management Component Objectives is excellent. Specifically, of the five management objectives' progress toward the accomplishment of four objectives (the enrollment of students, revision of the program operations manual, preparation of performance objectives, and preparation of a media production) has been excellent, and one objective (revision of the FOCUS Curriculum Summary) good. In the latter case, final revisions are dependent upon an in-depth review during March and April of instructional units presented and accompanying student performance.

In the area of community, Madison faculty and FOCUS parental support and assistance, the project has done exceptionally well. In fact, the year long criteria for two of the support objectives (community and Madison faculty assistance) have already been achieved. The third objective (parental assistance) has been slightly more than half achieved. It appears realistic to expect that this latter objective will be achieved by the close of the school term.

Progress of Education/Training Objectives has been somewhat mixed. That is, of seven objectives, progress has been excellent on one (success experiences in instructional classes); good on another (acceptable and superior behavior performance); fair on a third (improvement in "positive self regarding" behaviors); and undetermined on the remaining four (attendance improvement by poor attenders, average attendance of all FOCUS students,

basic skill improvement: students one standard deviation below norm, and basic skill improvement: students one-half standard deviation below norm). With respect to the acceptable and superior behavior performance objective, the FOCUS staff has been able to increase the number of students demonstrating acceptable performance on each of the behaviors but has only been able to increase the number of students demonstrating superior performance in one of the behaviors. Progress has only been fair on the objective pertaining to improvement in "positive self-regarding" behaviors because the majority of students with initial ratings of three or less are still in need of improvement. Finally, progress toward the achievement of the latter four objectives is dependent upon year-end data collection. Judgments made at this time, therefore, would be highly speculative and premature.

In conclusion, the overall progress of the FOCUS project toward accomplishing its stated objectives has been quite good. The project has been particularly excellent in meeting its Management and Support commitments. Education/Training component progress, although excellent in some areas has also been somewhat lacking in others. Specifically, it is recommended that the project staff make greater efforts to enhance the number of students able to demonstrate not only an improvement in the "positive self-regarding" behaviors, but an improvement to the superior level of performance. In addition, the staff should continue their efforts to improve student attendance and basic skill achievement.

FOCUS PROJECT 73-74

Class Summary: Cycle 1st Dates 9/6--10/5/73

Mod	Classification*	Emphasis	Teacher**	Total Number Student/ Objectives	No. Student/ Objectives Attained	% Student Objective Attained
2	A	Math-Division	P	38	31	82%
2	A	Math-Addition & Subtraction	K	30	27	90%
2	A	Math-Multiplication	F	50	41	82%
2	A	Math-Fractions	L	34	22	68%
2	A	Math-Decimals	E	104	102	98%
3	R	Driver Education	E	42	36	86%
3	R	Driver Education	P	38	35	92%
3	R	Propaganda	F	44	26	59%
3	R	Group Behavior	L	36	27	75%
4	A	Geography-Map Reading	E	22	22	100%
4	V	Leadership-Seniors	F	32	30	94%
4	A	Science-Seagulls & Salmon	K	58	56	97%
4	R	Urban Living Skills	L	66	38	57%
5	E	PE-Tennis	P	26	35	97%
5	E	PE-Team Sports	L	36	23	64%
5	C	Creative Writing	K	34	26	76%
5	E	Art-Batik	F	54	43	79%
M-W-F						
6	C	Deaf Sign Language	E	32	28	88%
6	E	PE-Softball	P	42	39	93%
6	R	Building & Decorating	F	18	16	100%
6	E	Art-Macrame	K	30	25	83%
T-Th						
6	C	Animated Film Production	K	52	20	38%
6	C	Language Workshop	F	20	10	50%
6	A	Science-Insects & Bugs	P	34	23	68%
M-W-F						
7	C	Reading-Student Tutors	E	30	30	100%
7	E	PE-Softball (cont. from 6th)	P	42	39	93%
7	E	PE-Body Conditioning	L	30	30	100%
7	E	Art-Macrame (cont. from 6th)	K	30	25	83%
		(cont.)				

Total Student/Objectives _____

Attained: # _____ % _____

Not Attained: # _____ % _____

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

**Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson

BJR:sp
11/29/73

Class Summary: Cycle 1st Dates 9/6--10/5/73

Mod	Classification*	Emphasis	Teacher**	Total Number Student/ Objectives	No. Student/ Objectives Attained	% Student Objective Attained
T-Th 7	C	Animated Film Production (cont. from 6th)	K	52	20	38%
T-Th 7	E	PE-Dance	L	38	30	79%
7	A	Science-Insects & Bugs (cont. from 6th)	P	34	23	68%

Total Student/Objectives 1,080

Attained: # 872 % 81

Not Attained: # 208 % 19

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

**Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson

BJR:sp
11/29/73

Class Summary: Cycle 2nd Dates 10/8--11/2/73

Mod	Classification*	Emphasis	Teacher**	Total Number Student/ Objectives	No. Student/ Objectives Attained	% Student Objective Attained
2	A	Math-Decimals & Percents	E	129	112	87%
2	A	Math-Multiplication	F	34	34	100%
2	A	Math-Multiplication	K	38	31	82%
2	A	Math-Fractions	L	30	16	53%
2	A	Math-Division	P	38	36	95%
3	C	Reading Workshop	E	82	72	88%
3	V	Law and Justice	K	56	48	86%
3	V	Sociology-People in Groups	L	18	18	100%
3	C	Reading Workshop	P	40	40	100%
4	C	Slide Shows	E	36	26	72%
4	V	Leadership	F	22	20	91%
4	C	Creative Writing	K	40	33	83%
4	R	Stage Performance	L	22	22	100%
4	R	Social Problems-No Money-No Job	G	42	38	90%
5	V	Violence & Killing	E	22	17	77%
5	C	Writing Workshop	F	30	24	80%
5	E	PE Team Sports	L	42	32	76%
5	E	PE Tennis	P	30	25	83%
5	V	Personal Beliefs	M	40	29	73%
M-W-F						
6-7	A	Science-Electricity	E	11	10	91%
6-7	E	Batik-Art	F	22	22	100%
6-7	C	Drama	K	20	20	100%
6-7	E	PE-Body Conditioning	L	12	10	83%
6-7	E	Art-Pottery	M	38	30	79%
6-7	E	PE-Softball	P	44	38	86%
T-Th						
6-7	E	Sewing-Camping Gear	E	14	13	93%
6-7	R	Women's Studies	F	22	22	100%
6-7	E	Art-Drawing	K	48	38	79%
6-7	E	Cooking	L	28	27	96%
6-7	E	Art-Pottery	M	38	30	79%
6-7	A	Science-Nature Study	P	26	21	81%

Total Student/Objectives 1076

Attained: # 924 % 86

Not Attained: # 152 % 14

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

**Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson

BJR:sp
11/29/73

FOCUS [illegible] 73-74

Class Summary: Cycle Third Dates Nov. 5 - Nov. 30, 1973

Mod	Classification*	Emphasis	Teacher**	Total Number Student/ Objectives	No. Student/ Objectives Attained	% Student Objective Attained
2	A	Math- Decimals	E	58	56	97%
2	A	Math- Division	F	26	20	77%
2	A	Math-Fractions	L	46	42	91%
2	A	Math- Multiplication	K	58	48	83%
3	C	Remdial Reading Workshop	E	58	47	81%
3	C	Developmental Reading Workshop	P	18	18	100%
3	E	Pleasure Reading	C	6	6	100%
3	R	Sociology- People in Groups	L	44	40	91%
3	C	Calligraphy/Handwriting	K	48	38	79%
4	V	Understanding Prejudice	E	28	24	86%
4	V	Understanding Prejudice	F	24	21	86%
4	V	Understanding Prejudice	L	42	36	86%
4	E	P.E.- Tennis	P	38	35	92%
4	C	Creative Writing	K	46	37	77%
5	E	Art- Christmas Crafts	K	26	20	77%
5	E	Art- Crafts	E	46	40	87%
5	E	Table Games	C	34	34	100%
5	C	Writing Improvement	F	26	23	88%
5	R	Human Relations-Prejudice	P	18	15	83%
5	A	Science/Environment- Forestry	M	20	15	75%
M-W-F						
6-7	E	PE- Volleyball	F	42	39	93%
6-7	E	Art- Pottery	P	34	32	94%
6-7	E	Cooking	C	16	16	100%
6-7	E	Art- Stone Carving	M	52	49	94%
T-Th						
6-7	E	Table Games	M	32	31	97%
6-7	E	Sewing Camping Gear	E	14	14	100%
6-7	E	Art- Batik	F	52	47	90%
6-7	E	Art- Drawing	P	16	14	88%
6-7	E	Music Appreciation	L	28	24	86%

Total Student/Objectives 996

Attained: # 881 % 88.45%

Not Attained: # 115 % 11.54%

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

**Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson
C = Cagen (st. tcher)
M = Maynard (st. tcher

BJR:sp
11/29/73

FOCUS PROJECT 73-74

Class Summary: Cycle Fourth Dates Nov. 26 - Dec. 21, 1973

Mod	Classification*	Emphasis	Teacher**	Total Number Student/ Objectives	No. Student/ Objectives Attained	% Student Objective Attained
2	A	Math - Decimals & Percents	E	70	57	81%
2	A	Math - Division	F	16	13	81%
2	A	Math - Multiplication	K	50	41	82%
2	A	Math - Individual Projects	L	28	24	86%
2	A	Math - Fractions	P	50	45	90%
3	R	Psychology	C	34	31	91%
3	C	Remedial Reading	E	46	36	78%
3	R	Sociology - Women's Studies	F	20	17	85%
3	C	Calligraphy	K	44	38	86%
3	C	Sociology - People in Groups	L	20	13	65%
3	C	Deaf Sign Language	M	8	8	100%
4	V	Sex Education - Females	C	14	12	86%
4	V	Occult Arts	E	56	41	73%
4	V	Psychology - Interpersonal Relations	F	16	10	63%
4	C	Creative Writing	K	26	18	69%
4	E	PE - Bombardment, Prison Ball	P	50	49	98%
5	C	Writing Improvement	F	20	12	60%
5	A	Baboons and Man	K	46	42	91%
5	C	Poetry	L	75	59	79%
5	A	Health - First Aid	M	38	32	89%
5	C	Developmental Reading Workshop	P	14	14	100%
M-W-F						
6-7	E	Christmas Crafts	E	36	27	75%
6-7	E	Art - Batik	F	46	35	76%
6-7	E	Sewing Crafts	L	22	16	73%
6-7	E	P.E. - Soccer	M	22	22	100%
6-7	E	Cooking	P	18	16	89%
T-Th						
6-7	E	Cooking	C	36	32	89%
6-7	R	Marriage	E	38	28	74%
6-7	C	Theater art- Puppet Show	K	6	6	100%
6-7	E	P.E. - Yoga	L	24	22	92%
6-7	A	Pollution Solution	M	16	14	88%
6-7	E	Art - Pottery & Sculpture	P	32	27	84%

Total Student/Objectives: 1037

Attained: # 857 % 82.6

Not Attained: # 180 % 17.4

*Classification

A = Analysis
R = Realities
V = Values
C = Communication
E = Elective

**Teacher

P = Petrevics
K = Kanter
F = Fitch
L = Lincoln
E = Evenson
C = Cagen (st.tcher)
M = Maynard (st.tcher)

BJR:sp
11/29/73

Appendix C

Self-Regarding Attitudes

Rating Scale

Directions: At the end of each student observation period, circle the summary rating which best describes the student's behavior pertaining to each of the five specific behaviors identified below.

Student's Name:_____ **Date:**_____ **Rater:**_____

← unacceptable behavior → ← acceptable → ← superior achievement →

A. The student shows involvement in class and project activities.

1	2	3	4	5
Does not appear to be involved/interested in project learning activities; resists staff efforts to encourage involvement.	Needs constant staff supervision to accomplish learning activities.	Will complete learning activities when planned by teacher with a minimum of staff supervision.	Takes responsibility for planning and executing own personal learning activities.	Takes responsibility for planning or running a class or project activity.

B. The student works productively with both staff and students in small groups.

1	2	3	4	5
Is a disaster in a group; cannot work productively with two or more people.	Has difficulty in being a productive group member, resists staff attempts to encourage group involvement.	Works productively only with personal friends.	Will work productively with students and staff when directed to do so by staff.	Actively seeks opportunity to work productively with a variety of staff and students.

C. The student shows ability to handle own feelings and other people's in a manner not destructive to self or others.

1	2	3	4	5
Usually blames misbehavior on causes external to self, shows little regard for feelings of others, requires much unrequested staff intervention to resolve interpersonal conflicts.	Frequently attributes own misbehavior to external causes; behavior frequently incongruous with personal feelings; requires frequent unrequested staff intervention to resolve interpersonal conflicts.	Behavior generally appears congruent with own feelings; only occasionally needs unrequested staff intervention to solve interpersonal conflicts.	Usually is sensitive to feelings of others and to impact of own behavior on others; seldom fails to accept responsibility for own behavior.	Usually shows awareness of and sensitivity to own feelings and those of others, displays appropriate reaction to such feelings; consistently accepts responsibility for own behavior.

D. The student deals constructively with feedback from other students and staff about own behavior.

1	2	3	4	5
Rejects all feedback from other students and staff.	Overreacts to most feedback; or is very dependent on positive feedback to maintain productivity and acceptable behavior.	Can accept negative feedback most of the time without overreacting; is somewhat dependent on positive feedback to maintain productivity and acceptable behavior.	Accepts feedback from others; is not overly dependent on positive feedback.	Accepts and processes feedback about own behavior; is not overly dependent upon positive feedback to maintain productivity or acceptable behavior; uses feedback to check self-perceptions.

E. The student shows commitment to FOCUS project.

1	2	3	4	5
Consistently badmouths project to outsiders; refuses to comply with procedures and policies of program without constant staff supervision; encourages other students to disregard procedures and rules.	Requires constant supervision and staff counseling to maintain compliance with FOCUS procedures and policies.	Requires infrequent supervision and staff counseling to maintain compliance with FOCUS procedures and policies.	Generally appears to understand and be willing to live with FOCUS policies and procedures, seldom requires staff supervision or counseling to maintain compliance.	Understands and lives with FOCUS procedures and policies; helps interpret policies to other students, will defend project to outsiders.

Appendix D

T.A.P. Pre/Post Test Scores

for Individual Students

T.A.P. Standard Score Comparisons For Students With "Mild" Skill Deficiencies. (Goal- increase of 2.5 of more standard score points.)

Student Initials	Grade Level	Reading			Goal Met?	Composition			Goal Met?	Math			Goal Met?
		Pre	Post	Change		Pre	Post	Change		Pre	Post	Change	
KG	9	--	--	--	--	44	47	+3	Yes	44	50	+9	Yes
SG	9	43	46	+3	Yes	43	47	+4	Yes	--	--	--	--
KG	9	44	52	+8	Yes	--	--	--	--	--	--	--	--
BG	9	44	45	+1	Yes	--	--	--	--	--	--	--	--
JH	9	44	50	+6	Yes	--	--	--	--	42	46	+4	Yes
RaJo	9	--	--	--	--	43	49	+6	Yes	42	42	0	No
RN	9	--	--	--	--	40	50	+10	Yes	--	--	--	--
RW	9	--	--	--	--	40	43	+3	Yes	--	--	--	--
DN	9	--	--	--	--	41	43	+2	No	--	--	--	--
DW	9	--	--	--	--	42	46	+4	Yes	--	--	--	--
SC	10	--	--	--	--	--	--	--	--	42	45	+3	Yes
KJ	10	--	--	--	--	--	--	--	--	40	45	+5	Yes
LLu	10	41	44	+3	Yes	--	--	--	--	--	--	--	--
JS	10	--	--	--	--	43	50	+7	Yes	--	--	--	--
KS	10	--	--	--	--	--	--	--	--	40	36	-4	No
MW	10	--	--	--	--	--	--	--	--	43	49	+6	Yes
JB	11	--	--	--	--	42	38	-4	No	--	--	--	--
SB	11	43	47	+4	Yes	--	--	--	--	--	--	--	--
RC	11	--	--	--	--	--	--	--	--	44	42	-2	No
PF	11	--	--	--	--	42	42	0	No	--	--	--	--
VF	11	--	--	--	--	42	49	+7	Yes	40	40	0	No
DG	11	--	--	--	--	--	--	--	--	44	44	0	No
RH	11	--	--	--	--	41	43	+2	No	--	--	--	--
GJ	11	--	--	--	--	--	--	--	--	40	44	+4	Yes
WM	11	--	--	--	--	--	--	--	--	42	42	0	No
SM	11	--	--	--	--	--	--	--	--	42	45	+3	Yes

T.A.P. Standard Score Comparisons For Students With "Mild" Skill Deficiencies. (Goal- increase of 2.5 or more standard score points.) - continued

Student Initials	Grade Level	Reading			Goal Met?	Composition			Goal Met?	Math			Goal Met?
		Pre	Post	Change		Pre	Post	Change		Pre	Post	Change	
ES	11	--	--	--	--	--	--	--	--	42	47	+5	Yes
CS	11	--	--	--	--	--	--	--	--	40	42	+2	No
LS	11	43	47	+4	Yes	41	42	+1	No	42	37	-5	No
JV	11	--	--	--	--	--	--	--	--	42	49	+7	Yes
RC	12	--	--	--	--	--	--	--	--	42	49	+7	Yes
SF	12	42	50	+8	Yes	--	--	--	--	--	--	--	--
DF	12	--	--	--	--	42	49	+7	Yes	40	41	+1	No
GN	12	41	45	+4	Yes	--	--	--	--	--	--	--	--
NO	12	43	41	-2	No	43	45	+2	No	--	--	--	--
SSa	12	--	--	--	--	42	50	+8	Yes	40	45	+5	Yes

T.A.P. Standard Score Comparisions (Pre/Post Scores)
For Students With "Severe" Skill Deficiencies
(Goal- increase of 5 or more standard score points)

Student Initial	Grade Level	Reading n= 49			Goal	Composition n= 46			Goal	Math n= 37			Goal
		Pre	Post	Change	Met?	Pre	Post	Change	Met?	Pre	Post	Change	Met?
KAb	9	35	40	+5	Yes	--	--	--	--	36	50	+14	Yes
KAs	9	35	38	+3	No	31	33	+2	No	30	30	0	No
KB	9	33	5	+2	No	30	39	+9	Yes	30	30	0	No
EB	9	27	33	+6	Yes	31	30	-1	No	36	43	+7	Yes
KG	9	36	40	+4	No	--	--	--	--	--	--	--	--
TH	9	25	46	+21	Yes	19	28	+9	Yes	30	34	+4	No
MJa	9	35	38	+3	No	--	--	--	--	36	46	+10	Yes
MJo	9	21	21	0	No	--	--	--	--	--	--	--	--
RaJ	9	33	35	+2	No	--	--	--	--	--	--	--	--
RJ	9	31	38	+7	Yes	24	35	+11	Yes	24	24	0	No
DL	9	33	36	+3	No	24	42	+18	Yes	24	34	+10	Yes
DN	9	27	44	+17	Yes	--	--	--	--	30	41	+9	Yes
RN	9	36	39	+3	No	--	--	--	--	--	--	--	--
KR	9	39	44	+5	Yes	33	41	+8	Yes	34	42	+8	Yes
MS	9	33	40	+7	Yes	38	46	+8	Yes	--	--	--	--
MT	9	27	34	+7	Yes	33	43	+10	Yes	24	43	+19	Yes
RW	9	--	--	--	--	--	--	--	--	36	36	0	No
DW	9	35	36	+1	No	--	--	--	--	--	--	--	--
KGa	9	--	--	--	--	36	48	+6	Yes	28	41	+13	Yes
SG	9	--	--	--	--	--	--	--	--	34	48	+14	Yes
JH	9	--	--	--	--	36	39	+3	No	--	--	--	--
LS	9	--	--	--	--	--	--	--	--	34	36	+2	No
MB	10	--	--	--	--	27	35	+8	Yes	34	48	+12	Yes
SCh	10	26	32	+6	Yes	27	29	+2	No	--	--	--	--
SC0	10	37	43	+6	Yes	25	43	+18	Yes	29	32	+3	No
TD	10	24	48	+24	Yes	24	37	+9	Yes	22	32	+10	Yes
KJ	10	25	31	+6	Yes	25	32	+7	Yes	--	--	--	--
LLu	10	--	--	--	--	32	45	+13	Yes	32	38	+6	Yes
RM	10	30	40	+10	Yes	28	38	+10	Yes	34	51	+17	Yes
JS	10	39	43	+4	No	--	--	--	--	38	45	+7	Yes
KS	10	30	37	+7	Yes	38	43	+5	Yes	--	--	--	--
MW	10	25	40	+15	Yes	25	29	+4	No	--	--	--	--

T.A.P. Standard Score Comparisons (Pre/Post Scores)
For Students With "Severe" Skill Deficiencies
(Goal- increase of 5 or more standard score points) -continued

Student Initial	Grade Level	Reading			Goal Met?	Composition			Goal Met?	Math			Goal Met?
		Pre	Post	Change		Pre	Post	Change		Pre	Post	Change	
MA	11	--	--	--	--	36	44	+8	Yes	--	--	--	
JB	11	36	42	+6	Yes	--	--	--	--	36	41	+5	Yes
SB	11	--	--	--	--	28	36	+8	Yes	29	36	+7	Yes
RC	11	--	--	--	--	19	19	0	No	--	--	--	--
RD	11	33	39	+6	Yes	28	40	+12	Yes	34	41	+7	Yes
PF	11	34	41	+7	Yes	--	--	--	--	--	--	--	--
VG	11	36	43	+7	Yes	--	--	--	--	--	--	--	--
TG	11	37	39	+2	No	36	44	+8	Yes	--	--	--	--
DG	11	34	36	+2	No	19	25	+6	Yes	--	--	--	--
RHi	11	25	34	+9	Yes	37	42	+5	Yes	31	37	+6	Yes
RHu	11	--	--	--	--	--	--	--	--	37	46	+9	Yes
GJ	11	29	28	-1	No	35	38	+3	No	--	--	--	--
RaJo	11	36	43	+7	Yes	--	--	--	--	--	--	--	--
LL	11	35	42	+7	Yes	28	36	+8	Yes	31	31	0	No
WM	11	33	37	+4	No	23	31	+8	Yes	--	--	--	--
CM	11	25	25	0	No	36	44	+8	Yes	--	--	--	--
SSc	11	29	35	+6	Yes	19	19	0	No	--	--	--	--
ES	11	--	--	--	--	38	53	+15	Yes	--	--	--	--
CS	11	33	38	+5	Yes	35	37	+2	Yes	--	--	--	--
JV	11	30	38	+8	Yes	28	35	+7	Yes	--	--	--	--
MB	11	30	32	+2	No	29	33	+4	No	36	36	0	No
RB	12	32	37	+5	Yes	33	33	0	No	38	45	+7	Yes
RC	12	--	--	--	--	33	33	0	No	--	--	--	--
RD	12	30	35	+5	Yes	38	45	+7	Yes	37	42	+5	Yes
LE	12	38	32	-5	No	39	42	+3	No	17	38	+21	Yes
SF	12	--	--	--	--	35	38	+3	No	32	34	+2	No
DF	12	30	38	+8	Yes	--	--	--	--	--	--	--	--
AM	12	23	37	+14	Yes	33	37	+4	No	35	43	+8	Yes
DM	12	30	30	0	No	32	30	-2	No	17	38	+21	Yes
SM	12	33	41	+8	Yes	39	42	+3	No	34	41	+7	Yes
GN	12	--	--	--	--	35	38	+3	No	--	--	--	--
NO	12	--	--	--	--	--	--	--	--	38	48	+10	Yes
PP	12	30	30	0	No	34	42	+8	Yes	32	42	+10	Yes
SSa	12	30	33	+3	No	--	--	--	--	--	--	--	--